

# *The* WESTERN SCHOOL JOURNAL

— INCORPORATING —

*A Bulletin of the Department of Education for Manitoba*  
*A Bulletin of the Manitoba Educational Association*

Mrs. E. L. Johnson,  
ARBORG

## THE ROAD

I must follow the road  
That turns on the hill;  
I must follow it whether  
Or not I will.

The road may ride  
In a tangled maze;  
Or quietly hide  
Where the warm wind plays  
With the flying leaves  
Of a willow tree,  
Or a beech or a birch,  
Or where larches may be.

But the road has ruts  
So deep and still  
As to hold me often  
Against my will;  
And whether I go  
Or whether I stay,  
The road has a hold  
And a heavy way.

I must follow on,  
Though the way is unknown,  
The will of the road  
And not my own.

—Gertrude S. McCalmont.

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Number 8

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# The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

VOL. XXVIII.

WINNIPEG, OCTOBER, 1933

No. 8

## Editorial

### TWO CASES OF INJUSTICE

It is unjust and un-Christian that a few men should control the wealth of the world. It is as wrong for this injustice to appear in Canada as in any other country. It does appear in Canada in aggravated form. The few men who serve on the interlocking directorates of the great financial and industrial organizations of the Dominion direct political movements, and control much of the editorial utterance in the public press. Their power is so great that officialdom is afraid to assert itself. It is wonderful how hopelessly fearful and supine officialdom is when the moneyed interests speak. This has not reference to any particular political group. It is but a commentary on public life. Somebody said that "the most servile individual in a country is a public official except when he is in a position beyond immediate criticism. Then he is bold as a lion."

There is, however, a greater injustice to be complained of than the rule of unbridled wealth. It is the selfish indulgence of the present generation, the wilful disregard of the obligation to posterity. When most of us came into the world we had no debt hanging over our heads. Our parents had provided for their own needs and for ours as well. To-day every child born in Canada inherits a debt of two hundred dollars; and now it is proposed that the great majority of them have a lessened privilege of receiving a common school education. The ten month period has been cut to nine and to eight, and in some districts it is practically impossible for the children to attend school at all. Let it not be thought for a minute that the

great problem is that of the teacher and his reduced income, it is that of the present generation and the future. We have robbed the baby's bank.

The gravity of the situation for adolescents is observed in any community. Young people from sixteen to twenty-five are yearning for work but are not able to find any. What are the prospects for the army of young people now coming on who will have less material wealth to begin with, and less development of intelligence and power, owing to the fact that their opportunity to receive education has been limited?

It seems only fair that if hardships are to be borne, it should be by those who have over-lived their opportunities. The last to suffer should be the children. We should be fair to them and to our country. We are not fair to our country if we fail to develop a high type of citizenship.

### What Price Education?

The plea just made is sound enough, if the schools are giving the children an education that really profits them. Of this many people have grave doubts. It is right here that teachers must examine themselves. If it cost fifty cents a day to keep a child at school, a teacher might well ask himself if the information given, the power developed, the attitude, habits and tastes encouraged are worth that amount. Is it possible that some days what a child acquires is worth fifty cents less than nothing?

Teachers must have the grace of humility. It will not suffice to talk



grandiloquently of the blessings of education. There are some who have had little schooling but a very fine education, and many who have had a long pretentious schooling but no real education. The good teacher is humble-minded.

Some years ago a gentleman gave in this city an address on education. His theme was "The Aims of the School." No sooner was he through than a listener in the front rows was ready with a question. "Mr. Brown, don't you think teachers are too well paid?" Mr. Brown looked at the questioner and not knowing who he was replied at a venture, "Mr. McTaggart, I'm Scotch myself." This of course was taken in the spirit in which it was given, and so Mr. Brown proceeded to say, "There are some teachers whom I have known and their services have been worth ten thousand dollars a year less than nothing, because they have developed in their pupils wrong habits, dispositions, attitudes which it has been impossible to eradicate; but there are other teachers who have done so much for the enrichment of individual and social life that all the wealth on the prairies and in the mountains cannot begin to recompense them." And Mr. McTaggart was man enough to say, "I agree to that."

Horace Mann once said when laying the corner stone of a home for the morally-depraved "It will cost when complete almost half a million dollars, but it will be worth all this if only one life is reclaimed." Some one called him to task saying that half a million dollars was a great sum to spend for the reclamation of one boy, to which he replied, "Not if it were my boy."

So we ask teachers to check their work from day to day, conscientiously. A school may be a success or it may be a failure. Academic pride, formal discipline, aristocratic pretension, self-assurance, will not save it; but sincerity, courtesy, thorough preparation of work and supervision of play, with good nature and sympathy ever in evidence, these will ensure success.

A gentleman in the East was boasting of his school. He had no pupils except the children of the wealthy. Somebody said it was a school for the shoddy aristocracy. His boast was that he was able to get a thousand dollars a year from each pupil. The question of an observer was this: "Do you think that apart from board and lodging your school gives anything like value for the money?" It is a good question for teachers from kindergarten to University.

In this connection it is a pleasure to reprint an article by K. M. H. in the Free Press.

### Schools Re-Opening

(By K. M. H.)

Perhaps never before in the long and triumphant history of public education on this continent have the schools reopened in such an atmosphere of doubt. Other years there have been economic fears, fears that there wouldn't be enough taxes come in to keep the schools running; fears that the provincial grants would be cut down; fears that the Board's credit would dry up. This year there may be these fears but they are not the most difficult condition which education faces. This continent faces the loss of the first fine careless rapture of faith in school learning.

Canada and the United States have held as one of their most rooted traditions a belief that formal education was the process making for the perfectability of man and necessary in the upholding of the great principle of the equality of citizens of a democracy. In the years of increasing provision of schools, of increasing attendance at schools, and of increasing facilities of these schools, this faith has so occupied the forefront of public thinking that it has got twisted into the conviction that given schools and the nation must forthwith become a nation of perfect individuals and democracy a system beyond criticism.



It is a bit of a shock to discover that this faith under the repeated shocks of fell circumstance has faltered and there are not lacking indications that the mass of people having asked of a system built with human hands more than it could give, are now leaning towards repudiation of that system.

Such a crisis in the affairs of public education was bound to come. But its sharpness is accentuated by economic condition. There are men and women with university degrees, magna cum laude, who cannot secure work, or at best but jobs for which much less preparation would have fitted them. There is a surplus of teaching far in advance of the needs of the nation. There is the imminence of a tax bill to meet the upkeep of schools. There are the crowding of children into class-rooms, especially to the secondary grades who are sent there as custodial problems. They have not the ability or the inclination to benefit by the instruction provided there.

An eminent English authority some years ago told Canada that although he admired the effort, one day we would discover that we could not afford free secondary education. That time may have come, but what has come with sharper emphasis is the chilling doubt that Utopia may not be conditioned by the securing of a high school diploma or a university degree.

It is not in any horoscope that Canada will lose her faith in her schools nor her determination to provide education. What may eventuate is a better evaluation of the place of public education and of the responsibility which the schools can carry. In the enthusiasm with which this new social experiment was launched—for as a nation-wide effort from the elementary class to the university it was and is a new social experiment—the school was progressively asked to take over intellectual training, moral and social training and finally intellectual endowment. What will be discovered when the auditing is complete is not that the school has failed but that it has so pluckily suc-

ceeded. Public education cannot make a democracy but a democracy cannot be made without it. Public education cannot develop brain-power where nature has withheld it, but neither can brain-power develop without education.

The future will not ask less of teachers, but if experience has any right to its reputation as a pedagogue it will ask that these accomplishments should be within the possible purvey of education. As the powers of man expand so does his need for education. These powers expand through the gifts to their fellows of the specially endowed. Swift contraction of time and space, conquest of the elements, penetration of the secrets of the great laboratory of nature, all the panorama of science that bewilders the mind to-day, or would if the capacity for such wonderment had not been over-strained; all these and the change in social relationships which they imply, make necessary the unfolding of a new set of human relationship concepts.

At this moment when under the most favorable economic conditions this plane in the development of mankind would have been reached, present circumstances give the public not a chance to cast overboard public education, or at least the faith in it which has given epic vitality to our schools, but the opportunity to see what the schools must do and may do. Into that survey must be carried the element of reality, that the school cannot do the whole job. But it can do a task of primary importance. On the rock of that belief Canada's faith in education will flourish.

The Educational Review published in St. John, N.B., appears in a new form. The editors are to be congratulated on issuing a journal that will be a great help to all the teachers of the Maritime Provinces. We have nothing better in Canada. We are reprinting next month an article on Pronunciation and Diction in Singing as prepared by Jas. F. Browne, Mus.B., Supervisor of Music, St. John.

## THE JUNIOR HIGH SCHOOL

A statement in the newspaper last week claimed that the Junior High School in Winnipeg owed its beginning to the schools in Scotland. It is perhaps just as well to be historically correct. The first mention of Junior High School was at a meeting of the Secondary Section of the M.E.A. in the Kelvin School. One of the speakers said that it was a duty of the section to study one new movement each year, just to show that teachers were alive. He suggested that it would not be amiss to study the Junior High School movement then agitating the people of the United States. He named some centres in which the schools were organized, and suggested one or two books for reading. As a result a committee was appointed. Among those on it were Mr. S. E. Lang, Mr. Hodgson, Mr. Hooper and the writer of this article. At the end of two years the committee reported, giving a history of the movement and outlining the advantages and dangers of the inauguration of the system. There was no recommendation added. Shortly afterwards Dr. Daniel McIntyre, after visiting Chicago, Garry and other centres recommended that an experiment be made in Winnipeg. He did not suggest any radical departure from the Programme for Schools outlined by the Department of Education, but advocated a form of specialization in Grades VII., VIII. and IX. The first school opened was Earl Grey, and next year three more were added. The regular High Schools did not all take kindly to the Junior High and there was difficulty for a time in co-ordination.

At first the programme was not the same for all schools, and in some of them the impossible was attempted. The pupils in Grade VII. did not drop anything from the ordinary course and added the study of Languages and Algebra. The result was congestion. In

other schools an attempt at specialization was made, or rather options were permitted. To-day there is great variety. It would be difficult to pick out a typical school. The fact is the Junior High School is still an experiment. It is even so in the United States. What they do in Scotland is not so well known, but no doubt the Scotch dominies will swear that their courses and methods are the best. They may not be far astray at that.

The Junior High School has been accepted by several towns and cities in Manitoba. The fact that the whole programme for the Province is now planned on the 6-3-3 basis, indicates that the old 8-4 division has had its day. Still the work of Grades 7, 8, 9 needs considerable revision to make it suitable to all centres. Perhaps the solution is to be found in permitting great freedom to localities. Why not?

One objection to the Junior High School as it is organized in some districts is the number of teachers to each pupil. In the elementary schools there is usually but one teacher to a class, though a specialist in music, art or physical culture may occasionally take direction. It was hoped that in the Junior High School no more than four teachers would be required for each student. Sometimes there are seven or eight, the school being organized on the same plan as the Senior High School. Could anything be much worse than this? When a pupil passes from control of a single teacher to the control of six or eight, each pulling in a different direction, he is mystified. Many pupils lose a year. Retardation is not their fault but the fault of the system. Now-a-days repeaters are excluded from school as if retardation was their fault. Would it not be a good plan to exclude some of those who are responsible for faulty organization?

**THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION**

# Departmental Bulletin

**The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.**

## Correspondence Courses Grades IX. and X.

Teachers are reminded that the Department of Education provides correspondence instruction in the subjects of Grades IX. and X. for students who are unable to attend a secondary school. For particulars of these courses see the announcement which appeared in the Departmental Bulletin for June, 1933. No correspondence courses are offered for any of the subjects of Grades XI. or XII.

Correspondence students were expected to begin their studies on August 29th, therefore, prospective students who have not yet enrolled should do so immediately. Students who enroll later than October 15th will not be permitted to take the full course of the grade.

Application forms and further particulars may be secured from the Director of Correspondence Instruction, Department of Education, Legislative Buildings, Winnipeg, Manitoba.

## School Days

The above is the title of a little magazine for children published by J. M. Dent and Sons Limited, Toronto, at five cents per copy. It is proposed to issue the magazine monthly for the months of September to June inclusive. It contains interesting reading for the children as well as problems to solve and will be found very useful for supplementary reading purposes.

Dents also publish and issue monthly a little booklet known as "Dent's Teachers' Aid," which has proved very helpful to many teachers during the last school year.

## Changes for Secondary School Programme of Studies

Page 30. Paragraph 1 (a) should read Mathematics Ia (one unit). Paragraph 1 (b) should read Mathematics Ib, II, III.

Page 31. Under the heading of "Notes," paragraph 2, should read Mathematics I and II.

Page 31. Under group B it is stated that Moderns IV may be offered instead of Mathematics by women students. This should read Moderns—French IV c and d.

Under the heading "Programme for 1933-34" page 8, item e, it should read "Physiology and Hygiene." Geography should not be shown here.

## Supplemental Marks in Grades IX. and X.

Supplementals in Grades IX. and X. may be removed by way of the school examinations at any time during the school year. The marks should be reported to us next June together with the student's record for the year. A form for this purpose will be provided by the Department.



### **Grade XII.—Two Foreign Language Course**

Although this course is not prescribed in the present Programme of Studies it may be taken in accordance with the regulations printed in last year's Programme.

### **History-Geography Option, Grade XII.**

This option may be taken by women students only.

### **Options**

The new Programme of Studies is not very clear with respect to the options. It was not the intention of the Department to change the options which students may offer in Grade XI. The French Option may still be offered in lieu of Biology, or Physics, or Chemistry. The Music Option may also be offered in lieu of Biology or Physics, or Chemistry.

### **Regulations Regarding Promotions**

There have been several inquiries at the Department regarding the promotion of students who have not completed all the work of their grade. The following regulations, as stated in last year's Programme of Studies, are still in force:

#### **Grade IX.**

1. Students having only one condition in Grade IX. will be permitted to proceed with the full course in Grade X., and will remove the condition at the examinations in June following.

2. Students having two or more conditions in Grade IX. may, with the approval of the Principal, proceed with the work of Grade X., provided their full allotment of work for the year shall not include more than eight subjects. English of Grade IX. counted as two subjects and English of Grade X. counted as two subjects.

#### **Grade X.**

1. Students having only one condition, exclusive of Spelling, in Grade X. will be permitted to proceed with the

full course in Grade XI., and will remove the condition in December.

2. Students having more than one condition, exclusive of Spelling will be permitted, with the approval of their Principal, to take a portion of Grade XI., provided their full allotment of work for the year shall not include more than six subjects, English of Grade X. counting as two subjects.

#### **Grade XI.**

1. Students having one or two conditions in Grade XI. will be permitted to proceed provisionally with the full course in Grade XII., but will be required to remove all Grade XI. conditions not later than December.

2. Students having more than two conditions in Grade XI. will be permitted with the approval of their Principal, to take a portion of the work of Grade XII., provided that no student's course shall include more than eight papers in all (including Grade XI. and Grade XII. subjects).

3. A student who proceeds provisionally with a full course in Grade XII., having one or two conditions in Grade XI., and who fails to remove such condition or conditions at the supplemental examinations in December, must write the examination on his Grade XI. subject or subjects in June, but he will not be permitted to write the examination on the corresponding paper or papers in Grade XII. Under no condition will a student writing upon a Grade XI subject in June be permitted to write a full Grade XII. examination in June.

### **Examinations 1934**

In June, 1934, test papers for some of the subjects in Grades VIII., IX. and X. will be forwarded to the schools. These papers will be marked by the Principal and the results will be taken into consideration when the promotion of candidates is made.

### **Eligibility of Candidates for the December Supplemental Examinations**

Students who have not more than two conditions to remove in order to

complete their Grade XI. standing are eligible to write in December.

Students who have not more than three subjects to remove in order to complete their Grade XII. standing are also eligible to write in December. This latter regulation, however, does

not apply to teachers. Teachers may write in December whatever subjects they have prepared.

Application forms for the December Supplemental Examinations will be ready for distribution on October 23rd, 1933.

## PROGRAMME OF RADIO LESSONS

October 9th to November 4th

### **Tuesday, Oct. 10th, 5.15-5.35 p.m.—**

A Message from the Minister of Education, Hon. R. A. Hoey.—Grade XI.—“Introduction to the Study of Chemistry”—Mr. J. H. Moir, East Kildonan Collegiate Institute.

### **Wednesday, Oct. 11th, 5.15-5.35 p.m.—**

Grade X.—“The Origin of the English Nation”—Mr. T. A. Arnason, Gordon Bell High School.

### **Thursday, Oct. 12th, 5.15-5.35 p.m.—**

Grade XI.—“A Study of Renaissance Life with Browning”—Miss Ada Turner, St. John's Technical High School.

### **Friday, Oct. 13th, 5.15-5.35 p.m.—**

Grades VII., VIII., and IX.—“Nature Drawing”—Mr. E. W. Sellors, Aberdeen Junior High School.

### **Saturday, Oct. 14th, 10.30-10.50 a.m.—**

Grades VII., VIII. and IX.—“Folk Songs—British and American”—Miss E. M. McLachlan, Department of Education.

### **Monday, Oct. 16th, 5.15-5.35 p.m.—**

Grade XI.—“An Introduction to a Course in Physics”—Mr. C. S. Gow, Gordon Bell High School.

### **Tuesday, Oct. 17th, 5.15-5.35 p.m.—**

Grade IX.—“From Egypt to Rome”—Miss L. H. McKnight, Lord Roberts Junior High School.

### **Wednesday, Oct. 18th, 5.15-5.35 p.m.—**

Grades IX. and X.—“Social Letters”—Mrs. H. M. Sweet, Kelvin Technical High School.

### **Thursday, Oct. 19th, 5.15-5.35 p.m.—**

Grade XI.—“The Life of the People in French Canada”—Mr. J. E. Ridd, St. John's Technical High School.

### **Friday, Oct. 20th, 5.15-5.35 p.m.—**

Grades IX. and X.—“Some Shorter Poems from the Treasury of Verse”—

Miss Effie Thompson, Kelvin Technical High School.

### **Saturday, Oct. 21st, 10.30-10.50 a.m.—**

Grades VII. and VIII.—“Selections in English Literature—Tennyson”—Miss T. K. Stratton, Department of Education.

### **Monday, Oct. 23rd, 5.15-5.35 p.m.—**

Grade XI.—“The Composition of Water”—Mr. J. H. Moir, East Kildonan Collegiate Institute.

### **Tuesday, Oct. 24th, 5.15-5.35 p.m.—**

Grades VII., VIII. and IX.—“Folk Songs—European”—Miss E. M. McLachlan, Department of Education.

### **Wednesday, Oct. 25th, 5.15-5.35 p.m.—**

Grade X.—“The Growth of English Institutions under the Plantagenets”—Mr. J. M. Scurfield, Kelvin Technical High School.

### **Thursday, Oct. 26th, 5.15-5.35 p.m.—**

Grade XI.—“Wordsworth's—‘Michael’”—Miss Ada Turner, St. John's Technical High School.

### **Friday, Oct. 27th, 5.15-5.35 p.m.—**

Grades VII., VIII. and IX.—“The Application of Nature to Design”—Mr. E. W. Sellors, Aberdeen Junior High School.

### **Saturday, Oct. 28th, 10.30-10.50 a.m.—**

Grades VII. and VIII.—“Frontenac”—Mr. A. W. Davie, Isaac Brock Junior High School.

### **Monday, Oct. 30th, 5.15-5.35 p.m.—**

Grade XI.—“The Atmosphere”—Mr. C. S. Gow, Gordon Bell High School.

### **Tuesday, Oct. 31st, 5.15-5.35 p.m.—**

Grade IX.—“The Middle Ages”—Miss L. H. McKnight, Lord Roberts Junior High School.

**Wednesday, Nov. 1st, 5.15-5.35 p.m.—**

Grade X.—“Food in Relation to Human Welfare”—Mr. C. J. Hutchings, Department of Education.

**Thursday, Nov. 2nd, 5.15-5.35 p.m.—**

Grade XI.—“The Fur Trade and Explorations”—Mr. T. A. Arnason, Gordon Bell High School.

**Friday, Nov. 3rd, 5.15-5.35 p.m.—**

Grades IX. and X.—“The Game of Life—‘The Torch of Life’ and ‘If’”—Miss E. M. McLachlan, Department of Education.

**Saturday, Nov. 4th, 10.30-10.50 a.m.—**

Grades VII. and VIII.—“Selections in English Literature—Scott”—Miss T. K. Stratton, Department of Education.

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### POSTAL HISTORY—100 YEARS OF POSTAL PROGRESS

Before dealing specifically with the development of the Canadian Postal Service during the last 100 years, it is necessary to show, as a background, the conditions preceding 1830.

Our postal system in Canada is based on that of Great Britain and from 1760 on to the time when the service was finally taken over by the Canadian authorities the Post Offices in Canada were under the control of the British Postmaster General administered by Deputies of his own choosing. Benjamin Franklyn, who was in charge of the postal system in the British Colonies in North America, as soon as Canada came under British rule, left his headquarters in Philadelphia and opened up a Post Office at Quebec with subordinate offices at Montreal and Three Rivers. These offices were placed in charge of Hugh Finlay who thus became Canada's first resident Deputy Postmaster General under British rule. Owing to Franklyn's prompt action postal service was the first Government institution to be placed on a settled basis after Canada became a British province.

The system of operating the postal service under Deputies appointed by the British Postmaster General soon proved inadequate to the needs of the country. The policy adopted was that no extensions or improvements of the postal service would be undertaken unless the resulting expenses would be covered by the increased revenue. This naturally resulted in holding back the rapid development of an efficient postal service which was an urgent need

of the Colony. The situation was most acute in Upper Canada and there was considerable agitation with the object of having the provincial post offices placed under the control of the Upper Canada Legislature. No action was taken, however, by the British authorities and the system of appointing Deputies by the British Postmaster General continued until 1827 with the appointment of Thomas Allen Stayner, the last of the Deputies of the Postmaster General of England

Stayner, the new Deputy Postmaster General, was a man of unusual ability, and had the confidence of his superiors in England, and at the same time managed to keep on good terms with the Governments of the two Provinces. At the outset of his administration he was restricted as closely as his predecessors in so far as the provision of any improved service was concerned. However, the conditions in the country were making a continuance of this repressive course impossible. Settlements were springing up too rapidly, and the demands for postal facilities were becoming too insistent to leave it possible to delay these demands until formal sanction was obtained from England. Stayner's representations to the Postmaster General on the conditions existing fortunately made some impression, and as a result of the measure of confidence which he had inspired as to his own discretion, together with the Postmaster General's growing sense of the insecurity of the legal foundations of the post office in the colonies, he at last in August, 1830, much to his gratification,



received a letter from the Postmaster General enjoining him to make it his study to extend the system of communication in all directions where the increase of population and the formation of new towns and settlements seemed to justify it.

The agitation for redress of grievances in connection with the postal system continued in both Upper and Lower Canada in spite of Stayner's efforts to effect improvements in the Service, and a grievance in connection with the postage on newspapers served to bring very actively into the matter the various publishers with their effective means of propaganda. At last in 1832 the Postmaster General (The Duke of Richmond), in view of the repeated representations of the colonial assemblies and the general situation of unrest in Upper and Lower Canada, submitted to the law officers of the Crown the views pressed by the assemblies in regard to the legality of the existing postal system in Canada and of the disposition of revenue therefrom, also the question as to whether under the existing law the British Parliament could fix a new set of postage rates for the colonies or whether it was essential that the authority for such rates should be given by the respective colonial legislatures. The findings of the law officers supported the contentions of the colonial assemblies. After very careful consideration of the whole matter by the Postmaster General and other officials concerned, an Act was passed in the Imperial Parliament in 1834 making certain changes, but it was only to become effective conditional upon legislation passed by the provincial legislatures. The draft legislation submitted to the provincial assemblies by the Imperial authorities in this connection for their approval was, however, rejected by them, and the only changes actually effected at this time were the establishment of an Accountant's Office to have general charge of the financial transactions of all the provinces, with headquarters at Quebec, and the appointment of two travelling inspectors, one located at Quebec for Lower

Canada and one at Toronto for Upper Canada.

The Houses of Assembly in both Upper and Lower Canada after the rejections of the Imperial Act of 1834 set about drawing up Acts of their own looking towards provincial control of the postal service. They called upon Stayner for exhaustive information in regard to the service and made matters very uncomfortable for him especially in connection with his newspaper perquisites, regarding which the feeling was very strong. The bill finally drafted by the Assembly in Lower Canada was rejected in the Legislative Council, where Stayner had a good many friends and his representations had great weight. In Upper Canada the Assembly drew up resolutions providing for the establishment of a Post Office Department for the Province and outlining a scale of salaries for officials, rates on letters and newspapers, and payments to be made to postmasters, etc. The special perquisites allowed to officials under the existing arrangements and the forwarding of surpluses from the colonial post office to England were vigorously condemned, and it was considered that with the retention of these sums the Province could be given greatly improved postal accommodation. The Assembly was dissolved in May, 1836, a short time after the resolutions referred to were adopted, and with changes in personnel in the new Assembly the agitation in post office matters was dropped for a time. The Lower Canada bill, a copy of which had been forwarded to the Imperial authorities by Stayner, caused them considerable uneasiness and brought about serious consideration of the various points at issue, but in view of the difficulties in the way of straightening matters out, the situation for the time being remained unchanged.

The Legislature in Upper Canada in the course of its more recent efforts in connection with post office matters was gradually becoming convinced that the independent provincial system for which it had been struggling was not really in the best interest of either the

mother country or the colonies. Early in 1837 a joint address to the King from the Legislative Council and Assembly was adopted, summarizing the whole situation, making an effective criticism of the Imperial proposals of 1834, and, in view of the now apparent desirability of some central control for the postal system in the provinces, approving the continuation of a general power for the making of laws and regulations respecting it in the British Post Office, but asking as a safeguard to the provincial interests that information in regard to the working of the post office should be furnished as desired by the provinces and due consideration given by the Postmaster General to any complaints respecting the Deputy Postmaster General which the provincial houses might at any time find it necessary to make.

The first of the annual statements of revenue and expenditure for which the Legislatures had been contending for many years was presented to them in January, 1836, and covered operations in the two provinces undivided. The statements showed a surplus of over \$11,000 for the years 1836-1837, and the Legislature of Upper Canada pressed for the handing over to them of the surplus from post office business in that province. This was supported by Stayner, as a means of removing cause for complaint against existing arrangements. However, the Postmaster General took the ground that no disposition could be made of the surplus post office revenue until the several colonial governments had come to an agreement on the subject.

The Franking Act allowing members to send their letters free during the

sitting of the Legislature, which passed both houses in Upper Canada in April, 1837, and received the assent of the Governor, placed Stayner in a very awkward position, as being an assumption by the local government of the right to authorize withholding of a portion of the postal revenue, and indicating the danger of possibly more far-reaching provincial legislation along similar lines in connection with the very live question of the proper disposition of provincial postal revenue. This Act, however, was disallowed by the home government.

The rebellion in Upper and Lower Canada in 1837 affected to a considerable extent the post office in these provinces. Many postmasters and some mail couriers, particularly in Lower Canada, were strongly in sympathy with the rebels and gave them the special assistance which their position made possible. Some postmasters were dismissed on the ground of their activities in this respect.

Lord Durham when making his investigations prior to his famous report on the state of affairs generally in the Canadas, was instructed to give his attention to conditions in the post office in the colonies, and in that report he gave it as his opinion that if his recommendation for union of the provinces should be put into effect, the control of the post office should be handed over to them. He expressed the view, however, that whatever political arrangements might be made, the post office throughout the whole of British North America should be administered by one general control.

(To be continued)

### Book Review

**School Administration**—A guide for trustees and teachers. This is made out for Saskatchewan by Messrs. A. H. Ball and N. L. Reid of the Department of Education in that Province. It is a wonderfully fine compilation and puts in convenient form the information that is of most value. One of the best features

is the series of questions and answers at the end of each chapter. Nearly all knotty points are cleared up. The book would be of almost as great value to Manitoba teachers and trustees as to those in Saskatchewan. It would be a good piece of work to have a parallel volume for each of the Western Provinces.

# Special Articles

## SUGGESTIONS TO TEACHERS

### Reading

Two of the problems of the teacher are training the pupils to master without assistance the contents of the printed page; training them to express what they have learned (1) in their own words, (2) in the words of the book. Let us centre attention on the first of these. What exercises may be given the pupils? To make the matter concrete let us take selections from reading books.

#### Grade II.

Two little robins had a nest in an apple tree in Mr. Brown's orchard. There were four little robins in the nest. They were very hungry. It kept Mrs. Robin very busy getting food for them. Mr. Robin had to help her. When the young robins were fed, Mrs. Robin would sit near them on a branch. Mr. Robin would sit on the fence near by and sing. He would sing about Mrs. Robin and his little family. He was very proud of them, and Mrs. Robin was proud of him.

- How many robins were there?
- In what kind of tree was the nest?
- What kept the old birds busy?
- About what did Mr. Robin sing?
- Where did Mr. Robin sit when he sang?
- Where did Mrs. Robin sit after she fed the little ones?

(There are two ways of using these questions. (1) The children may read them one by one and then look through the story to find the answer. (2) They may read through the story as a whole and then close their books. Then they can see how much they have remembered by trying to answer the questions).

#### Grade III.

The lesson is Stevenson's "Where Go the Boats." Following the suggestion for Grade II., the pupils may be asked (1) to read the whole story to get the

general idea and afterwards read it again to answer the following questions:

- What color is the water?
- What color is the sand?
- What grows on the banks of the river?
- What is floating on the water?
- What does the poet call the leaves?
- Where are the leaves going?
- Who are watching them?
- Who will find the leaves later on?
- How far do the leaves travel?

Or (2) After the pupils have read the lesson they may close their books and try to answer the questions from memory.

Why are both exercises (1) and (2) useful?

#### Grade IV.

Teachers may turn to the Curriculum for Grades I. to VI. and note the suggestions for studying "The Story of King Midas." The plan can be applied to any prose lesson. There may be additional detailed study particularly with use of words.

#### Grade VI.

The opening paragraph from "The King of the Golden River" is taken for study. Possibly the whole lesson of which this is part should first be read silently in order to get the general drift of the story. The pupils (not the teacher) might make out a plan such as this:

The valley; the two elder brothers; the younger brother; the year of the flood; the visitor; the behaviour in the kitchen; the coming of the brothers; the fight in the kitchen; the departure of the visitor; the punishment of Gluck; the twelve o'clock visit, etc.

Now study in detail the first paragraph. Here it is:

"In a secluded and mountainous part of Stiria, there was, in old time, a valley of the most luxuriant fertility. It was surrounded on all sides by steep



and rocky mountains, rising into peaks which were always covered with snow, and from which a number of torrents descended into constant cataracts. One of these fell westward over the face of a crag so high, that when the sun had set to everything else and all below was darkness, his beams still shone full upon this waterfall, so that it looked like a shower of gold. It was therefore called by the people of the neighborhood the Golden River. It was strange that none of these streams fell into the valley itself. They all descended on the other side of the mountains and wound away through broad plains and by populous cities. But the clouds were drawn so constantly to the snowy hills and rested so softly in the circular hollow that in time of drought and heat, when all the country round was burnt up, there was still rain in the valley; and its crops were so heavy and its hay so high and its apples so red and its grapes so blue and its wine so rich and its honey so sweet that it was a marvel to everyone who beheld it, and was commonly called the Treasure Valley."

There are many exercises that may follow the minute study of this paragraph. The teacher must determine for herself which are profitable.

### 1. Picture Seeing:

See the mountains; the streams; the Golden River; the valley. Describe the valley; tell how it differed from others; why did the people call it Treasure Valley?

### 2. Word Study:

Try to give a picture of the first sentence in your own words. What unusual words does Mr. Ruskin use? What words are used to picture the mountains? What picture of the streams adds height to the mountains? Have you in mind any valley or home that has received a name because of its beauty? What word is used to tell us that the cities were large? What productions are mentioned in the last sentences and what words are used to describe them? Could you picture the productions on your farm in a similar way?

Give your farm a name and then describe what is grown on it.

### 3. A Reading Test:

On how many sides was the valley shut in?

What caused the water in the streams?

Give a picture showing the mountain, the Golden River and the setting sun.

Give a picture of the plains and the populous cities.

Fill in these blanks. The hay was —; the apples were —; the grapes were —; the wine was —; the honey was —.

## Spelling

### Grade II.

Spell these words that you use every day: brush, comb, water, soap, boots, shoes, bread, butter, knife, fork, pencil, school, teacher, father, mother, baby, cow, horse.

Spell these words that tell what you do every day: run, walk, stand, sit, work, play, read, write, spell.

Spell these words that describe things or people: good, bad, large, small, old, young, one, two, three, four, five, six, seven, eight, nine, ten.

Spell these words that tell the position of things: above, below, beside, over, under, in, into,

### Grade III.

Spell these words that you use every day: stable, harness, mower, reaper, scythe, turnip, potato, cabbage, carrot, hay, oats, barley, wheat, cattle, oxen, sheep, poultry, milk, cream, butter.

Spell these words that help to tell what you do every day: write, travel, baseball, football, flowers, marbles, pictures, scissors.

Spell these words that tell how you move or where you move: quickly, rapidly, fast, slowly, here, there.

### Senior Grades

Spell the kitchen, the dining room, the pantry, the grocery, the city street, the school room, the post office, the geography, the history, Canada, Great

Britain. Here the pupils each contribute five words each. It may be a competitive exercise.

Spell the reading book. Any word from any lesson the pupils choose. No word to be given unless the pupil can use it in a sentence.

Arithmetic

Grade II. (Abstract Number Test)

- 1. Find the sum of  
5+9; 6+7; 7+7; 9+4; 8+3; 15+9;  
16+7; 17+7; 19+4; 18+3.
- 2. Find the difference  
10-3; 9-4; 8-2; 6-3; 4-1;  
20-13; 19-14; 18-12; 16-3; 24-1.
- 3. Find  
6×3; 2×5; 7×2; 6×2; 5×3.
- 4. Find  
16÷2; 18÷3; 20÷4; 12÷2; 12÷3.
- 5. Find  
½ of 16; ¼ of 20; ½ of 18; ¼ of 16.
- 6. Follow this  
16-2+3+3-7+8.

Grade III. (Problem Test)

- 1. In the garden 8 rows of corn; 8 plants to a row. How many plants in all?
- 2. When the corn grows the first six plants have eight ears each. How many ears have the six plants in all?
- 3. If an ear has ten rows and ten kernels in a row, how many kernels in the ear?
- 4. If there are six members in the family and each one eats two ears a

day, how many days will the corn on the first six plants last?

5. If 8 ears when shelled fill a pint dish, how big a dish would the corn on the first six plants fill?

Grade IV.

Problem and Quick Work Test.

1. Work these problems and take note of the time. Work them again next week and see if you improve.

Add

867	769	243	374
842	847	26	843
934	214	949	215
26	913	283	726
847	712	716	256
75	84	752	784

Multiply

246	847	627	726
25	32	84	83

Divide

7245 by 15; 76284 by 9; 2746 by 12.

	Acres in field	Bushels per acre	Price per bushels	Value of grain
1.	12	18	57c	?
2.	12	?	63c	\$151.20
3.	?	20	60c	\$192.00

	Number of cows	Milk per cow	Price per quart	Value
4.	18	8 qts.	4½c	?
	?	9 qts.	3c	\$5.40
	12	?	4c	\$4.80

THE PRIMARY TEACHER

It is a mistake of the gravest nature, and one that leads to socialism and anarchy as its legitimate fruits, to have everything in the room belong to the school and to have nothing in it which belongs to the child. The instinct of individual ownership is the root of many of the noblest virtues of individual life and of many of the fundamental social institutions: neatness, care in the performance of the tasks of everyday life, a sense of personal responsibility, a sense

of honesty and integrity in dealing with others.  
Love.—If the teacher really loves the children as a mother should, she will rarely meet with any grave obstacle in winning their hearts. She should never forget that she stands in the primary room as the representative of the mother, and that unless she loves the children she is as much out of place there as a mother who does not love her children would be in the home, and to

all right-minded people she is just as great a monster.

Authority.—The school is supported by society that it may prepare worthy citizens of the State, and this implies primarily citizens with an abiding respect for authority and deep-seated habits of obedience to all legitimate laws and obligations. For the child home is the well-spring of authority. Here nature forms him to obedience and reverence. It is a reverence and obedience so bound up with love that it has in it the power of call-

ing forth the noblest elements in his nature. This attitude must be enlarged until it embraces the authority represented in the school, for it is only in this way that the child may learn to bow in obedience without losing freedom, courage and manliness. The school must maintain its discipline, but if it does this by an appeal to brute force it inflicts lasting injury upon the children and plants in their hearts the seeds of rebellion and anarchy."—Dr. T. E. Shields.

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## Elementary

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Fuzzy little caterpillar,  
Crawling, crawling on the ground;  
Fuzzy little caterpillar,  
Nowhere, nowhere to be found.  
Though we've looked and looked and  
hunted,  
Everywhere around.

When the little caterpillar  
Found his furry coat too tight,  
Then a snug cocoon he made him,  
Spun of silk so soft and light—  
Rolled himself away within it,  
Slept there day and night.

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### The Seed Traveller

It strays, it floats, it sails, it glides  
By bird express and gentle tides;  
It springs and jumps—yet often bides  
On rugged ledges' seamy sides.

It clutches, clings with hook and prong  
To shaggy coats and journeys long;  
It flies on pinions swift along,  
When shrieking winds are fierce and  
strong.

It rolls, it skips, it rests, it sows  
Itself, by curious art it knows;  
And by and by when no one trows  
This vagrant seed takes root and grows.

—May F. Hall.

A rhyme to use with Jack-o'-Lantern activities.

### The Pumpkin

This is the way the pumpkin looked,  
Jolly fellow—round and yellow!  
This is the way the pumpkin looked  
Out in the garden green.

This is the way the pumpkin looked,  
Spooky, very—big and scary,  
This is the way the pumpkin looked  
At Jolly Hallowe'en.

—Roberta Symmes.

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### Pumpkin Faces

For fall beginners possibly nothing is easier to cut freehand than Jack-o'-Lantern faces.

Have large sheet of paper so when finished face will be as large as ordinary pie pumpkin.

Show children a few faces and discuss different expressions on faces.

Have children notice difference in expression made by turning corners of mouth up and down. Give plenty of chance for child's own ideas rather than exact copying or following detailed directions.



### Boxes for Seed Collecting

Making seed boxes will give a new incentive to the study of seeds of flowers and vegetables. Heavy construction paper or brown wrapping paper in squares that measure at least six inches is used.

Fold square of paper into sixteen squares. Work it out with the children several times until they are familiar with it and can do it without direction. Cut the corners, fold into box shape and paste. This forms the lid of the box. Cut small triangles from two sides of the box so as to make it easy to remove the lid from the box. The box is made in the same way, from a square of paper about a quarter of an inch shorter than the one used for the cover.

If decorated, it had better be done before the pasting. Decoration gives a real motive for individual thought from the children in design, from the very beginning.

Four small boxes can be made to fit into the larger box.

### Gourds

Many different shapes of gourds were common in some parts of Manitoba this year. Where obtainable why not utilize them in the schoolroom?

By placing bits of cotton at the sides of one and at the lower end, and drawing the features, a quaint old grandfather can be made. By making a bon-

net of a paper lace doily, and pasting the fluffy seeds of the milkweed around another for hair, a little gourd girl can be fashioned.

If larger gourds are at hand Jack-o'-Lanterns may be made by applying an orange wash and making eyes, nose and mouth of black.

For hands that are strong enough for cutting the hard rind the pear shaped ones may be made into real dippers, etc.

### Physical Games for Autumn

Nutting—

1. Skip to the woods. (Skip on toes, swing basket).

2. Blow milkweeds. (Pick the milkweeds, breathe in, breathe out, blow seeds high in air. See how long you can keep seeds in air).

3. Shake nuts from trees. (Spring lightly upward toward the branches. Shake them. Raise arms and let the branches go up, but still hold on. Shake vigorously).

4. Pick up the nuts. (Stoop down, stretch knees and put nuts in basket. See who can fill his basket first).

5. Throw nuts to the squirrels. (Throw all the way to the oak tree).

6. Jump over the brook on the way home. (Draw lines to represent brook. Each child jumps over brook and runs home. Teacher should stand in front of children as they jump).

7. Glad to get home. (Deep breathing).

### The Lesser Evil

Pilson, who keeps a shop in the village, and his better half were on a visit to their son and heir, who was captain on the school cricket club. The occasion, says an English weekly, was an important match, and, as play did not cease until late, young Pilson prevailed upon his parents to stay until Monday. The next morning, which was Sunday, the boy accompanied them to church, where Mr. Pilson surprised the congregation

by joining in the singing and the chants with a voice that almost drowned the organ.

Young Pilson was furious. After church he said to his father, "Dad, I do hope when you come again you'll sing a bit lower. Everybody was grinning at you."

"It's all right, my son; it couldn't be 'elped," Mr. Pilson replied seriously. "You see, if I 'adn't 'ighered my voice, they'd 'ave 'eard your mother!"



DEPARTMENT OF THE

## Manitoba Educational Association

### EDUCATION IN A DEMOCRACY

(By LORNE PIERCE, LL.D., LITT.D.)

CONTINUED

## IV.

#### Foreign Experiments in Education

In order that we may gauge our own attainments in education, it would be well to consider a few foreign experiments which merit attention. Those which have taken place in Denmark, Germany and Russia are particularly noteworthy, but I have no time to go into them now.

These experiments in education show how a small army of teachers raised the economic and spiritual life of whole nations. They demonstrate how teachers in other lands have sensed new needs for the new times, and have displayed a fine independence in reinterpreting the aims and methods of education to meet them. They illustrate how a new generation of teachers, alert, flexible, free and expectant, have transformed life about them. And why not? Education is for life, life at this present hour; education is life.

I saw a blackboard in a teacher-training institution not long ago. The legend, in neat capital letters, said: "TWENTY-EIGHT RULES FOR THE USE OF THE COMMA." There they were, all twenty-eight of them, and underneath in red chalk: "Do not erase."

This parliament of teachers is not for the purpose of such utterly wretched nonsense. Do you know why the golden age of Greece was golden, and how its precious metal gilded all succeeding ages? And do you know how to go about building a golden age? That is what the experiments abroad are trying to solve.

Style, said Buffon, is the man. Style is rather the man when man is an artist. But style is also something which "be-

longs to a whole community, something which must exist before any important, individual style can emerge at all." (Barton). The Elizabethan style produced Shakespeare. The Gothic Cathedral flowered out of a rich and profound spiritual energy. Behind the style of an age and a society lies the style of its teachers. The visible style of the age is part and parcel of their being. The national character, that vital and ideal grace which distinguishes it from other countries, is the mind and spirit of its school masters.

#### THE ENGLISH TRADITION:

I should like to consider the trends in England, but must refer you instead to "The English Tradition of Education," by Cyril Norwood. There are three statements in this book I must not miss.

(i) The Master of Harrow says, that in the England of Queen Elizabeth's day, like old Athens, education and citizenship were both felt to be real. But that whereas England, delivered from Spain, flowered in Shakespeare, Great Britain, delivered from German hegemony, and both educated and industrialized, has flowered in no art, music or drama. (p. 7). The indictment is rather too sweeping. The real reason for it he hints later on, when he says that, if we would produce the *Tempest*, with real ships, a real lake and a real storm, people would come to see the spectacle, but not to hear the music of Ariel or to dream with Prospero. Having put our trust in external things, we are in danger of living on the surface. The Hollywood mind is not a

mind at all; its music is crooning inanity; its dreams only nightmares. How can a people, fed on such humbug, delight in the ripeness and sophistication, the music and magic of *The Tempest*, or ever offer a fertile soil for beauty, wisdom and reverence?

(ii) Dr. Norwood stands for what we regard as best in the old tradition. He can see plainly enough the fallacy in what was called, the "grand old fortifying tradition of the classical system," but he is no less aware of the equal uselessness of much that passes as vocational training. He sees in our present system of education the splendid instrument that it is, in spite of all its defects; yet he does not suppose, as Arnold did not, that it is for all. If it is to fit a boy for life, it presupposes mental alertness and curiosity. A good many have neither. But the main thing is that education is *an individual process*, and we are apt to lose sight of this truth, which if lost all is lost.

(iii) And just because he rests his case upon the individual, his growth and his ripeness, Norwood is not afraid to speak of *religion*. And that is the other point I wished to have you remember about him. He says that English boarding schools and Roman Catholic schools have no reason to be ashamed that the chapel stands at the centre. Arnold of Rugby was the first Protestant educationist to see the logical connection between education and religion, and his aim was to make his scholars both Christians and gentlemen. Norwood of Harrow declares, in this year of grace, that reverence is *the great thing*. He does not define it, but we all know what reverence is. It is that divinity in the soul of man which recognizes the great imponderables—love, beauty, truth and goodness—wherever it may find them, and, when once beheld, compels that man to uncover his head and kneel. All education has its roots in religion, and there is no need to apologize for stating a fact. As Ruskin showed, expression is not a matter of grammar and syntax, but its roots are moral; style is not a trick, but the flowering of the spirit; reason gets nowhere except faith give it wings.

## V.

### Education in a Democracy

Many of you are tired and bewildered. You have shared in the fight for a new ideal of humanity, a crusade as real as those in the trenches knew, and you have often felt the clammy hand of defeat. Many of you are young, and have known nothing but a world in chaos—war, unrest, and depression.

The noise of the mechanized world reaches the ears of many people as a wail of despair, a cry of futility. They see a world shaken by industrial revolution, quivering on the brink of chaos. They see power taken from those who had leisure, learning and urbanity, and given to proletariat and plutocrat, and they cry, "Away with it!"

It must be obvious, however, that there is no way of halting mechanical invention. And who would desire it? Sooner or later man will become master of the machine. I will not believe that applied science is a backward movement, or that there is anything inherently evil in the mass production of can-openers and garden rakes. I fear rather mass production in thought and character, the wholesale manufacture of spiritual and intellectual robots, of moral ciphers. But there is no need of that, if people are not too stupid to think, too craven to feel for themselves. Those who are will, as always, flee from the bewildering freedom modern life affords, and for safety's sake range themselves in the queues of fashion and prejudice.

There are already signs that democracy is regaining its dignity and poise. There are many indications which prove that we are moving in the right direction. Humanity, now as ever, refuses to be regimented and standardized. Man is an artist, and the artist in his soul demands freedom. It also rebels against tawdry, flippant, vulgarity and insincere, crooning sentimentality. The man who invented the machine knows how to throttle it, and save himself from going over the precipice. But he needs the teacher at his elbow to show him how he, having saved his skin, may save his soul beside.



There is no reason for dismay. The artist in man that demands freedom to live, select, arrange and give emphasis according to his heart's desire, will discover the unity life needs, some centre about which to integrate his experience, some high goal worth his striving.

In ancient civilizations art, music, literature, science, religion and patriotism were one and the same thing. A man might live in a hovel, but his soul dwelt on the Acropolis. The temple in Athens or Memphis, Jerusalem or Rome, symbolized the essential unity of all thought and experience in an overwhelming objective fact. It was the embodiment of everything that contributed to the enrichment of life.

We are rediscovering all this. We are becoming increasingly aware of the solidarity of mankind, of the oneness of all experience. Even the curriculum is being rebuilt with this new ideal in mind, geography passing over into history, history into citizenship and science, and all of them into literature and the arts and the art of living. The north pinnacle of the great west front of Lincoln Cathedral is surmounted by a statue of the little swineherd of Stow, who gave all his life's savings toward the building of the edifice. Art and religion overcame class prejudice. Fear not, man will arrive, and every school house is a guarantee of that destiny.

Young and old are restless with a terrible nostalgia; they are homesick for the real land of the heart's desire. It seems to me, that when education honestly attempts to place the demands of the spirit in their proper place, we shall come nearer the great discovery. It may be long before the chapel will be restored to all the schools, yet we need not wait for that. Democracy is a spiritual experience; education is a spiritual enterprise. When the note of divinity returns to the classroom, we shall not only have that integration of our educational system which we require, but will possess that incentive and purpose, that reverence and healing without which there can be neither learning nor urbanity, neither character nor any real aristocracy. Without this, education and democracy are doomed; with this,

every man shall succeed to his birthright vocation and avocation.

We cannot hope, neither do we desire, to "reproduce the feudal unity or the intellectual standpoint of the cathedral building age. The only hope for our civilization is a hope that something in the way of an imaginative, contagious fraternity may once more possess the spirit of man. . . Civilization in the XVIII. century sense is dead. . . A new civilization, if there is to be once, must have a nucleus; and this nucleus can only be found in the new natural aristocracy, the growing class of the intelligent. . . Spread through all degrees of wealth and social position, this class is capable of taking a wider view of things than has ever been possible to any class that holds its position only by birth, or by money, or by votes. Education, among this new class, is regarded as a means to life, not as a social lever or label. Labels are of slight account with people who are interested in real things. . . Whatever pessimists may say, our age has seen the birth of a remarkable new spirit: a spirit of wise, ungrudging and disinterested sympathy among the people to whom the things of the mind are really important, and who assign to such things a religious value for the future of humanity." ("Purpose and Admiration." J. E. Barton).

And so I salute you men and women, the elite, the master architects and shepherd kings of the new democracy.

I have endeavoured to restate and clarify the real nature and true purpose of education. I have also tried to relate the educational enterprise to our task of nation building so obviously, that you will gain a fresh and challenging glimpse of the greatness of your apostolate, and take hold with new courage. You will have seen that it is not a system of education into which you are caught up and trapped, but rather that it is a way of life, a spiritual experience if you will, in which you are interpreters and kindlers of all that is deathless. You will grow as the need grows, and change when change makes old aims and methods obsolete and uncouth. Beauty there is, and love and truth

in abundance, yet they await you. You will know where to find them, how to interpret them, adorn them and keep them alive in the lives of men. Perhaps our own Francis Sherman has given the best expression of all this:

*Let us rise up and live!* Behold, each thing  
Is ready for the moulding of our hand.  
Long have they all awaited our command;  
None other will they ever own for king.  
Until we come no bird dare try to sing,  
Nor any sea its power may understand;

No buds are on the trees; in every land  
Year asketh year some tidings of some  
Spring.  
Yea, it is time,—high time we were awake!  
Simple indeed shall life be unto us.  
What part is ours?—To take what all  
things give;  
To feel the whole world growing for our  
sake;  
To have sure knowledge of the marvellous;  
To laugh and love.—*Let us rise up and  
live!*

(Matins).

## Children's Page

### My Life's Work

I want to be a carpenter  
To work all day in clean wood,  
Sawing it into little thin slivers  
Which screw up into curls behind my  
plane;  
Pounding square black nails into white  
boards,  
With the claws of my hammer  
glistening  
Like the tongue of a snake.

I want to shingle a house,  
Sitting on the ridge-pole, in a bright  
breeze.  
I want to put the shingles on neatly,  
Taking great care that each is directly  
between two others.

I want my hands to have the tang of  
wood:  
Spruce, cedar, cypress.

I want to draw a line on the board with  
a flat pencil,  
And then saw along that line,  
With the sweet-smelling sawdust piling  
up, in a great yellow heap at my  
feet.

That is the life!

Heigh-ho!

It is much easier than to write this  
poem.

—Amy Lowell.

### SOMETHING TO DO

School is not a bad place at all if you have something to do that you like to do. I am going to suggest a great many things that can be done during October. Maybe you will choose one of these and tell me about it before next issue. That will be our competition this month. Some of the exercises that are mentioned are suitable for smaller children and some for older. You will take whichever one you like, but in telling me what you did be sure to give your name and age and school. The first

prize is always a dollar or a book worth a dollar.

#### Junior Grades

1. Make a collection of seeds and grains and try to get the name of each. It will be a good exercise to mount these. Can you think of a neat arrangement?

2. Make a collection of weeds. Name them. Mount them.

3. Make a seed necklace, a bracelet.

4. Make cups and other vessels from acorns.

5. Make dolls by fastening seeds together with pins.

6. Get flower-garden seeds. Put in envelopes. Name them.

7. Make a picture frame of cardboard and decorate with nuts or seeds in pattern. Try squash, melon.

8. Plant some bulb and put it away in the dark till near Christmas time.

9. Tell the story of a piece of bread, describing each step in the process of growth and manufacture—ploughing, seeding, reaping, threshing, milling, baking, eating, etc. Pictures.

10. Make a picture of a vegetable garden. Draw a picture of each vegetable grown.

11. Sometimes you eat leaves, sometimes stems, sometimes roots—make out a list. Picture.

12. Tell the story of a pumpkin pie, or of the pumpkin that became a Jack-o'-Lantern.

13. On a page draw pictures of all the vegetables used for food.

14. Can the whole school make a vegetable book, a seed book, a flower book?

15. Make a log farm showing fields. Make toy pumpkins, squashes, wagons, horses, etc.

16. If you prefer tell about garden fruits rather than about vegetables.

17. Tell the story of a glass of jelly.

20. Let each pupil bring a vegetable and a fruit. Then have a blind-fold test.

21. Try paper-cutting to illustrate anything mentioned so far.

22. Draw a picture of an apple tree and the fruit hanging on it. Or try to paint a hawthorn bush, or a chokecherry tree.

23. I don't need to tell you about drawing black cats and witches on brooms.

24. Get the prettiest seed cradle—try milkweed, hollyhock.

### Senior Grades

1. You may try any of the exercises of the junior grades, and then add the following:

2. Health day is October 7. Write out a list of safety rules.

3. Make a bandage and apply it.

4. Tell of three injuries and how they were treated. Or of three infectious diseases and how they spread.

5. Name three different kinds of clothing and tell the story of each, giving illustrations—silk, wool, cotton, rayon.

6. Do you belong to the Red Cross Junior? Tell about something that the Society is doing for you?

7. Make a doll's house; doll's clothing; doll's carriage; doll's slippers; doll's hat.

8. Make a doll's body out of cardboard. Get a head from some magazine. Then make dresses to fit—working dress, play dress, party dress, etc.

9. Tell the story of the apple-paring bee; the husking bee; the potato-digging party; the barn-raising; the fall threshing; the flight of the birds.

It will be a good thing if each member of a school takes a different topic, but even better if two or three as a group help one another with the same work. The teacher may find suggestions for seat-work other than that selected by the pupils themselves. The more children do thoughtfully, the more education they receive.

### OCTOBER RHYMES AND STORIES

1. The wheat is like a rich man  
That's sleek and well-to-do,  
The oats are like a pack of girls,  
Laughing and dancing too;  
The rye is like a miser  
That's sulky, lean and small,  
But the free and bearded barley  
Is the monarch of them all.

2. Say "I will!" and then stick to it  
That's the only way to do it,  
Don't build up a while and then  
Tear the whole thing down again.  
Fix the goal you wish to gain  
Then go at it heart and brain  
And though clouds shut out the blue,



Do not dim your purpose true  
 With your sighing.  
 Stand erect, and like a man  
 Know they can who think they can  
 Keep a-trying.

—Nixon Waterman.

3. We must not hope to be mowers  
 And to gather the ripe golden ears,  
 Unless we have first been sowers  
 And watered the flowers with tears.

#### 4. A Guessing Game

The market man has come to town,  
 Come to town, come to town,  
 And he is wandering up and down  
 All up and down the streets.  
 And what has the market man for  
 you?  
 Quick, hold your hand behind you do,  
 Touch it and tell what he brought you  
 The market man who has a gift  
 For every child he greets.

3/4	s	s - d	d - r	m - r	m - -	s - m	s - -	l - s	m -
	s	s - d	d - r	m - r	m - -	s - m	r - m	d - -	- -
	s	l l l	s - m	m - r	d - -	d d d	r - m	r - d	s -
	s	s - s	l - l	s - m	d - r	m m m	r - m	d - -	- -

#### A School Song

Oh the sports of childhood  
 Roaming through the wildwood,  
 Skipping oe'r the meadows,  
 Happy and free.  
 How my heart's a beating,  
 Thinking of the meeting,  
 Swinging 'neath the old apple tree.

Swinging, swing, swinging, swing,  
 Lulling care to rest 'neath the old  
 apple tree.  
 Swinging, swinging, swinging,  
 swinging,  
 Swinging 'neath the old apple tree.

2/4	s l s f	m - d̄ -	s l s f	m - d̄ -	r̄ d̄ t l	s - t r	d̄ - l d̄	s -
	s l s f	m - d̄ -	s l s f	m - d̄ -	r̄ d̄ t l	s - t r̄	d̄ - - -	- -
	s - d̄ -	m̄ - d̄ -	s - d̄ -	m̄ - d̄ -	r̄ d̄ t l	s - t r̄	d̄ - l d̄	s -
	s - d̄ -	m - d̄ -	s - d̄ -	m - d̄ -	r̄ d̄ t l	s - t r̄	d̄ - - -	- -

The stroke above a note means it is in the higher octave.

#### The Little Baby Rabbit

(Alice Pauline Clark)

When I was in the woods today  
 Alone, as is my habit,  
 A lovely playmate came to me,—  
 A little baby rabbit!

He nestled to my feet, afraid  
 Of some strange thing or other;  
 By little wistful ways he had,  
 I thought he'd lost his mother.

He let me stroke his soft, young fur  
 And cuddled closer to me.  
 I took him right up on my hand;  
 He seemed to feel he knew me.

I fed him, and I let him go,  
 You see I had to let him;  
 For if his mother went to call  
 She would come back and get him.

And if she couldn't find her child  
 She would be sad and worried.  
 So I said, "Good-bye," and softly  
 kissed  
 The white spot on his forehead.

Each time I think how dear and soft  
 And warm he was, I miss him.  
 I wonder if it made him proud  
 To have a lady kiss him!

## OUR COMPETITIONS

It is necessary to change our plan of awarding prizes. We are not giving enough time to pupils to prepare their work. The Journal reaches schools early in the month, but we like to go to the printer with all material on the 15th. That is crowding matters. In future we shall announce the prize winner a month later, but will not accept any contribution later than the end of the preceding month. This means that entries for the September contest close on September 30th, but the winner is not named till November. This is the 18th of the month and we have a great bundle of letters, but expect many more. It is only fair to give far-away schools an opportunity to compete.

Please note the Competition for October. Let answers be in before the end of the month.

As a special prize for this month, a dollar is being sent to James Hanson of North High Bluff School. He is eight years old and in the Third Grade. I like his composition because it is the real thing. I should like to have been at the picnic with him. I hope he will not spend the whole dollar on ice cream.

**The Picnic**

"One day I went to a picnic. We played ball. After we had finished playing ball, we had races and I won in one of them! We had ice cream too. After supper we played ball again.

Then I went home."

I am printing one other composition and criticizing it—pointing out some good points and some not so good. This composition was taken out of the pile at random. We are not printing the name of the writer just now. It may help all competitors to read the criticisms.

The composition gives a description of a base-ball game in Winnipeg. Here it is:

"The most interesting I saw was a basball game in the city. The game was between Winnipeg and Brandon team. It started at three oclock. Many of the people came running in to see the bas-

ball game. They had a new pitcher. The name of pitcher was Brown.

He was on the Winnipeg side. When the game started some boys came to sell candy. When the game was over a man said that the Winnipeg team had won. The people were glad when Winnipeg won.

There were so many people there that had to sit on the ground. There was a boy selling cushions for five cents each. When the people were ready go they had to leave them there."

This is a real account of what interested the boy. He went to see the game but evidently gave his attention to other things that were new to him—the crowd, the candies, the cushions. Older people would scarcely notice these things but would give their attention to the game. They would not write the same kind of composition.

When one undertakes to describe a game he should do it in an orderly way so that others may follow him easily. If this boy had planned what he was going to say, he might have thought in this order: The game; the time; the place; the competitors. The most interesting players; the result. The crowd, the sale of candies, the sale of cushions.

Then the composition might have read something like this, using the writer's own language as far as possible:

"The most interesting thing I saw was a baseball game played in the City one afternoon. The competing teams were from Winnipeg and Brandon. The most interesting player was Mr. Brown who pitched for Winnipeg.

A gentleman told me that Winnipeg players won the game. This pleased most of the people who were there.

One of the most interesting sights was the crowd of people. There were so many that the stands would not hold them. Many had to sit on the ground.

I saw some boys selling candies to the people, and others loaned cushions at five cents each. These cushions were left on the seats when the people went home."

## GLIMPSES OF SCOTLAND

Nearly every one of you know something about Scotland. Perhaps grandad and grandmother came from that far away land and still speak with the soft-rolling r's and the burr that you all know. Perhaps you only know Scotland, because you have always heard jokes about Scotchmen, and meanness! Perhaps you have heard Harry Lauder sing "Roamin' in the Gloamin'" or maybe you have heard the skirl of bagpipes and seen the swing of the kilts as a Highland regiment marched proudly down the street with its drum major swinging the great baton at its head. But anyway everyone of you knows something about Scotland and perhaps in years to come you will come to know more, for it is a lovely land, and it is from a lovely part of it I write you to-day.

I am looking out of a window on the glassy-still waters of little Loch Achray. All around its shores trees gaze proudly down at themselves in the crystal-clear water. Beyond the hollow where the Loch lies are hills that pile themselves up towards the smiling sky. In places these hills have a pinkish look and that is because they are covered with heather. What a lovely sight that is, great patches of this lovely little plant thick with pinky purple flowers stretching like a glorious carpet over hills and into hollows and giving color to the whole August landscape. Half a mile or so away is a very famous Loch called Loch Katrine and there on its still waters lies Ellen's Isle. If you want to know all about that you must read Sir Walter Scott's "Lady of the Lake."

Do you know the difference between a loch and a lake? Simply this, a lake as you know has a river flowing into it and one flowing out of it; a loch is fed only with underground springs, and in Scotland there are hardly any lakes, they are all lochs. These two I have mentioned to you are in the small part of the country known as The Trossachs, which being translated means Waste

Places. They are waste because they are rocks and lochs and trees, but such beautiful waste places. South of this (look on your maps and find them) are towns and villages associated with Bobby Burns, the great Scotch poet.

In a barren looking churchyard in the town of Dumfries, the poet lies buried and in a tiny narrow street near by called Burns Street, he once lived with his wife and five children. All his life he was very poor. People liked his poetry but they paid him little for it. He was born a poor boy, one of a large family of children in a little cottage in the village of Alloway, just outside of Ayre. This cottage, with its great thatch roof and tiny windows (which was so small because there was a heavy tax on glass) sheltered Bobby Burns, and the humble life lived there inspired one of his finest poems "The Cotter's Saturday Night." Bobby Burns and his brothers slept in a cupboard. It had no windows but a door that opened into a hallway. The bed took up all the space in the cupboard so it was always dark and never had any fresh air. Bobby's mother cooked all their meals over a fireplace, and made bannoch and griddle cakes on a peculiar sort of iron plate that hung down over the open fire. In the tiny kitchen the family sat at night and in the shed next to them, under the same roof, the cattle lived. Now there is a museum next to the cottage and there you may find many of the things that Burns wrote in the beautiful writing he did so well. Down in a garden a mile away stands a handsome memorial erected to his memory close beside the old Brig o' Doon, across which Tam O'Shanter used to ride pell mell.

This boy of Scotland who died when he was only thirty-seven, helped to make the land he loved famous. He wrote about the things he knew, field mice, daisies, old men and women of the village, Saturday night in a poor man's cottage; it was these simple things that made people love him. It was because



he wrote of them that there are Burns' Societies all over the world; that thousands of dollars have been spent gathering together all the things he used and everything he wrote during his short lifetime. And it is of this man, and his life and his work that we have heard these last two days in Scotland. Out in the roadway I can hear the bagpipes, a little breeze has ruffled the waters of the Loch, the clouds make lovely shadows on the hills, and it is noonday on Loch Achray in the Trossachs.

This afternoon Sterling Castle will frown down on us from the great rock that rises in the centre of a plain. On this plain was fought the terrible battle of Bannockburn and not far away a tall tower stands in memory of Wallace, whose deeds of daring were written of by Burns, and any Scotchman you know will gladly sing or recite for you "Scots Wha Hae Wi' Wallace Bled." This is the land of Bonny Prince Charlie, of Flora Macdonald, of the lovely unfortunate Mary, Queen of Scots. This is a land where romance and war went hand in hand; a land where history was made and a land that claims the love and loyalty of some of the world's finest men and women. If you want books on Scotland you will find them in Sir Walter Scott's romances, and you will love to read "In Search of Scotland,"

by H. V. Morton. Perhaps these glimpses will make you want to really look at wonderful Scotland, if not through your own, then through other people's eyes.

### A Song by Bobbie Burns

#### My Heart's in the Highlands

My heart's in the Highlands, my heart  
is not here;  
My heart's in the Highlands, a-chasing  
the deer,  
A-chasing the wild deer and following  
the roe—  
My heart's in the Highlands wherever  
I go.

Farewell to the Highlands, farewell to  
the North,  
The birthplace of valour, the country of  
worth;  
Wherever I wander, wherever I rove  
The hills of the Highlands forever I  
love.

Farewell to the mountains high covered  
with snow,  
Farewell to the straths and green val-  
leys below;  
Farewell to the forests and wild-hang-  
ing wood;  
Farewell to the torrents and loud-pour-  
ing floods.  
My heart's in the Highlands, my heart  
is not here.

## Our Project Club

It is yet early in the year, but here is the first project. "Friends of Other Lands," by five children from Oberon School (Miss Ruth M. Faryon, teacher). This is beautifully prepared. It is the story of what was done with the use of a sand-table. The people studied were the Indians, the Eskimos, the Japanese, the Dutch. The children must have had a great time in making

the tents, dresses, windmills, canoes, snow-houses, and other things mentioned. The written compositions are very fine. The young children taking part and who are now enrolled as members of the Project Club are Fern Overbeck (IV.), Mary Layng (IV.), Marguerite Middleton (III.), Grace Huband (IV.), Evelyn White (II.).

# Education Week

## MANITOBA EDUCATION WEEK

November 12th to 18th

In view of the success of the last two years' Education Week, it has been decided by the sponsoring bodies to set aside the week beginning Sunday, November 12th, as Manitoba Education Week. The organizations primarily responsible for the effort are, the Department of Education, the Manitoba School Trustees' Association, the Manitoba Educational Association, and the Manitoba Teachers' Federation.

A meeting of the general committee was held in the office of the Honorable R. A. Hoey, Minister of Education, on Friday, September 8th. Mr. Hoey presided, and the following members of the general committee were present: Inspector E. D. Parker, W. G. Oliver, Miss Olive Brydon, Miss Effie Thompson, Miss G. M. Addison, M. J. Stanbridge, F. H. Brooks, C. K. Rogers, A. E. Floyd, John H. Hall, and E. K. Marshall.

After deciding upon the date, consideration was given to the appointment of Committees to prepare material and suggestions which might be of value to teachers and trustees in their plans.

The Committees appointed are as follows:

(a) Objectives—Mr. T. E. Boys, Mr. J. H. Hall, Mr. M. J. Stanbridge, the Secretary.

(b) Radio—Mr. George Florence, Mr. C. J. Hutchings, Mr. C. W. Laidlaw, Mrs. L. Macdonnell.

(c) City Programme—Miss G. M. Addison, Mr. A. E. Floyd, Mr. E. H. Morgan.

(d) Suburban Programme—This was referred to the Suburban Composite Local.

(e) Rural Programme—Mr. C. K. Rogers, Inspector E. D. Parker, Mr. M. J. Stanbridge.

(f) Service Clubs—Mr. F. H. Brooks, Mr. W. G. Oliver, the Secretary.

(g) Press Committee—This was left to the Ideals and Practice Committee of the M.T.F., of which Miss Effie Thompson is convenor, with the addition of Miss Kennethe Haig, of the Free Press, and Miss C. Cornell, of the Tribune.

At the meeting Hon. Mr. Hoey made two valuable suggestions. These should be taken into account by teachers.

He commented upon the contribution and the sacrifice being made to maintain educational facilities. The service depended in a very great degree upon the spirit of our people and particularly upon our teachers.

There was some doubt in the minds of the people at the present time as to the value of education, particularly secondary education. Questions were being asked. In his opinion it was better to have such questions as were raised than being confronted with mere apathy.

Circular letters are being drafted to a number of organizations asking for their interest and co-operation. These are the Press, the Clergy, the Federation Locals, members of the Legislature, Service Clubs, Parent-Teacher Associations, National Council of Education, Women's Institute, Daughters of the Empire, Labor Organizations, United Farmers of Manitoba, the Boards of Trade, the Red Cross, United Farm Women, etc., etc. It is hoped that some of the Inspectors and other prominent educationists will be able to speak at the Service Clubs, giving intimate connection with actual teaching conditions in our rural schools. It is feared that many of our business men do not know what the teachers are actually doing in our rural schools. No one can tell this better than can our School Inspectors.

It is expected that the Trustees' Association will, as in former years, communicate with all the School Boards.

and it is suggested that the Trustee Locals be urged to co-operate.

The Secretary submitted to the committee a file of newspaper clippings giving reports from 136 localities in connection with last year's Education Week. They indicated that the communities concerned took the opportunity to meet together in a public fashion, to discuss educational affairs and make themselves acquainted with the teacher and her work. The committee was particularly gratified with the response in many of our rural schools as evidenced by the scores of letters from teachers. Having this in mind, Mr. Hoey said that he anticipated a very large measure of

success for the present effort. It was highly desirable he thought to have the activities as spontaneous as possible and was of the opinion that the general committee should "suggest things" rather than "direct activities." Education is a matter of heart, and desire, and feeling as well as intellect.

Circulars, notices, and material will be going forward shortly to teachers, Locals, and Trustee Boards as well as to the press. The sympathetic attention of those interested in education is called to these communications.

E. K. Marshall,  
Secretary, General Committee,  
Manitoba Education Week.

### OUR OWN SUGGESTIONS

The only suggestions in the Journal this issue is the outline which follows, and an editorial article from the Journal of the National Education Association and one from the Christian Science Monitor.

#### School Exercises and Activities

##### 1. Preparation of building and grounds:

(a) Get children busy on the grounds. Clean up; pile wood neatly; sweep walks; repair fences; clean lavatories.

(b) Clean the school room. Begin with cloak lobby. Then scrub floor, clean walls; get a few pictures and mount them with passe-partout. Have all desks cleaned, books arranged in order. See that exercise books are without blots and markings. Teacher's desk should be neatly arranged. Can there be a bowl of flowers provided? Does the school look like home?

(c) Get the children to make the best appearance possible. How about hands, faces, hair, feet. It is possible for people to be clean even if their clothing is very shabby.

(d) Arrange exercises on the blackboard. Are there a few phrases, sentences, memory gems that might be provided?

Think of these:

'Tis education forms the growing mind,  
Just as the twig is bent the tree's inclined.

A nation's greatest asset is its children.

Inasmuch as you do it unto one of the least of these my children, you do it unto me.

And now abideth faith, hope and love.

(e) Have work of children neatly arranged for inspection.

There may be the regular exercise books.

There may be specially prepared exercises for mounting on the walls—spelling, arithmetic, penmanship, map-drawing, art, etc.

There may be projects—collections such as are mentioned on another page in this Journal.

(f) There will be a flag properly draped.

##### 2. There will be class exercises:

(a) Regular class work. Here an effort should be put forth to emphasize everything that will seem to the parents to have a practical life value. Can children read distinctly and fluently? Can they spell words in common use? Can they write plainly? Can they work



problems pertaining to the farm? Can they unite in taking a journey to a foreign land? Can they tell something about the plants, weeds, birds of the district? Can they give a demonstration of bandaging a wound?

3. There will be stories or addresses by children. Material will be furnished in next issue.

4. There will if possible be a talk to parents by the teacher. What is the school trying to do for the children? How are differences in attainment met? How can the home co-operate with the school? What equipment would make work more effective?

5. There will be if possible a talk to parents by the trustees or by some lady or gentleman whose words may carry weight.

6. There may be the reading of articles from newspapers and magazines. Such topics as these are suitable: What education means to the child, the community, the nation. The old school and the new. A new school for a new age. The school and the Department of Education. The next step forward for our school. The next thing for the Department of Education. The worth of a child. The first and last thing to sacrifice. The blessing of intelligence. The great co-operative agency, the school. Comparative costs—education and tobacco. Education and prison upkeep. Education and crime. Education

out of school. What education has done for some people and for some countries.

7. There may be organization for carrying into effect the thoughts advanced in addresses. A decision to organize a parent-teacher club. A move towards adult education, towards a circulating library, towards magazine or newspaper exchange.

### **Suggestions for City or Town**

1. Speaker before service clubs. The following topics might be chosen:

- (a) Robbing the baby's bank.
- (b) Material or spiritual values.
- (c) Comparative costs.

(d) The duty of this generation to the next.

(e) Fads and Frills.

(f) Why the shortage of funds?

(g) How they are managing schools elsewhere.

(h) Modifications of school procedure.

(i) The teacher makes the school.

2. Class and school receptions:

(a) Let the people see the regular work.

(b) Let the people see the crowded rooms.

(c) Get a parent-teacher club for your school.

3. The press.

(a) Let teachers prepare articles that have meaning.

(b) Imagine this country without educational privileges.

## **SAFEGUARDING THE SCHOOLS**

To safeguard the wellbeing of the children in the schools is the biggest single task which faces the teachers during 1932-33. The harm which has already come to children will be felt for at least a generation. Teachers are in a position to understand the needs of child growth and development and to interpret those needs to parents and citizens. The school is not something apart. It is ourselves working together in the education of the children. If the schools are kept strong and effective, our nation will move forward. If the

schools are handicapped as the result of bad management in finance and industry, the nation will go backward.

Let each school faculty appoint a committee to study the present emergency and its effects on the children in the schools. The three important questions are: What is the nature of this emergency? How is it affecting the children in the schools? What can the teachers do to safeguard the schools?

**What is the nature of this emergency?**—At the risk of over-simplification, I shall sketch certain elements in

the present economic situation. Back of all the theoretical points usually given are a few relatively simple truths:

(1) The people do not have all the things they want or need.

(2) The people have the raw materials and the human skill and energy to produce the things they need in the form of food, clothing, transportation, housing, recreation, and education.

(3) Our failure to use our common skills to meet economic needs is the result of ignorance, wrong purposes, and a lack of planning on the part of those responsible for our economic affairs, which in some measure includes us all.

(4) The pivotal point of breakdown is the maldistribution of wealth and the economic diseases which grow out of wealth congestion.

(5) The commonsense ways to correct wealth congestion are to raise the standard of living among the masses and to distribute work so that there will be secure employment for all.

(6) The points of attack in our effort to reduce economic congestion are (a) to spread sound economic education among the people; (b) to increase the buying power of wages and salaries; (c) to revise our local, state, and national tax systems to bring about better distribution of wealth; (d) to develop comprehensive systems of individual, local, state, and national planning; (e) to make in our economic system the changes which scientific planning suggests.

(7) Our economic adjustment will require a new leadership which must be trained in our high schools, colleges, and universities.

We may have a superficial prosperity for some of our people within a few months or years, but universal prosperity and security must await the slow processes of education and the development of a new social and civic leadership.

**How is the emergency affecting the children in the schools?**—Because the schools involve intimately the entire life of the community they are deeply affected by the disorganization of

finance and industry. There is pressure to reduce budgets at the very time when the situation demands more and better education. The schools are subjected to destructive criticism and pressures. Classes are increased beyond the point where effective service can be given to individual children. Curriculums are impoverished when the need for enriched education for vocations and for leisure is imperative. Health services are reduced in the face of undernourishment and increasing need. The standard of living for teachers—always too low—is still further reduced. Teaching staffs are reduced, thus swelling the army of unemployed. There are efforts to force upon the schools the very practices which have wrecked industry. Crushing burdens are placed upon school administration. The keen competitive struggle in commercial life has led some shortsighted advertisers to seek to commercialize the schools and to use them for sales promotion. In the universities and colleges, and in some measure in the high schools, there have been efforts to restrict the freedom of teaching at the very time when the critical spirit is most important to really solve our economic problems.

**What can the teachers do to safeguard the schools?**—To protect the interests of the children during this emergency will require the combined strength of all teachers, working both as individuals and as members of the great profession. Among things which teachers can do are the following:

(1) Make the school as helpful as possible to each child enrolled therein.

(2) See that each child makes progress not only in knowledge but in his habits, ideals, and attitudes.

(3) Visit the home of each child in your room, talking with the parent about the child, his interests, ambitions, points of excellence, and emphasizing the desire of the school to be helpful.

(4) Study the civic budget and the school budget of your community. Teach these in your classes as a part of the courses in arithmetic, civics, and the like.

(5) Interpret the services of the schools to all citizens through conversation, writings, and public addresses.

(6) Support with your dues and personal efforts local, state, and national education associations.

(7) Assume your share of civic leadership on behalf of intelligent and

clean government. Vote faithfully. Encourage others to do so. Do your part to maintain an informed public sentiment on the major questions of the day.

(8) Make yourself a student of today's life. Buy and read the best books and magazines. Well informed leadership wins recognition — Joy Elmer Morgan.

## PARENTS TO THE RESCUE

It is generally agreed that there was never a time when the best education yet conceived was more needed by every individual. A changing world bristling with economic, industrial and social crises calls for continual and exceedingly intelligent adjustments. Almost anyone knows that all the solutions will not be completed by the adults of to-day. In the face of a wide cutting down of teaching staffs, materials for work, length of school terms, and subjects that have enriched the school curriculum in an effort to link it to the interests of a modern world, comes the challenge to achieve greater things in educating boys and girls than have ever yet been thought of. The schools, thus handicapped, cannot be expected to do it alone. It is a case of parents to the rescue.

Events of the last two years have indicated that the nation needs to renew its loyalty to the importance of education. Obviously it cannot do this without a better concept of education than the one so widely deserted in hard times. Parents have unprecedented opportunities this year to enter upon more serious study and testing of the needs and effective means of meeting them. Under their guidance, aided by the teachers, boys and girls have every right to win satisfactory answers to their questions concerning the worth of what they are getting for their parents' tax money.

Yet while the schools are in the laboratory, so to speak, to emerge, it is hoped, a better understood and a finer means of teaching boys and girls to live well, an emergency situation exists

which must be recognized and met. In many localities the schooling offered this year is far below even recent concepts of excellence and adequacy. What can parents do to make it up to their children.

In many schools music and the arts have been dropped. The children will get neither if they do not get them at home. In others, student activities have been eliminated. What can be done to so enrich home relationships that boys and girls may gain in the home the practice they will otherwise miss in working with people for a joint cause, and in bearing and sharing responsibility which taking part in their own student activities under teacher guidance formerly offered them at school? It is for the parents to see to it that the children have every opportunity to enrich their points of view with broader interests—by the developing of hobbies, crafts, the visiting of museums, exhibits, industrial plants, and by helping them to take part in worth while discussion.

At a time, furthermore, when men and women in business and industry are facing the need of learning to use their new leisure, boys and girls, in schools that have had to retrench, must be aided at home toward developing initiative in thinking out and teaching themselves how to live more richly and thoughtfully. Wherever children receive in their schools this year little more than a mere skeleton education there is genuine need that the parents stage in their behalf a national recovery programme in the home.—Christian Science Monitor.



# Nature Study Talk

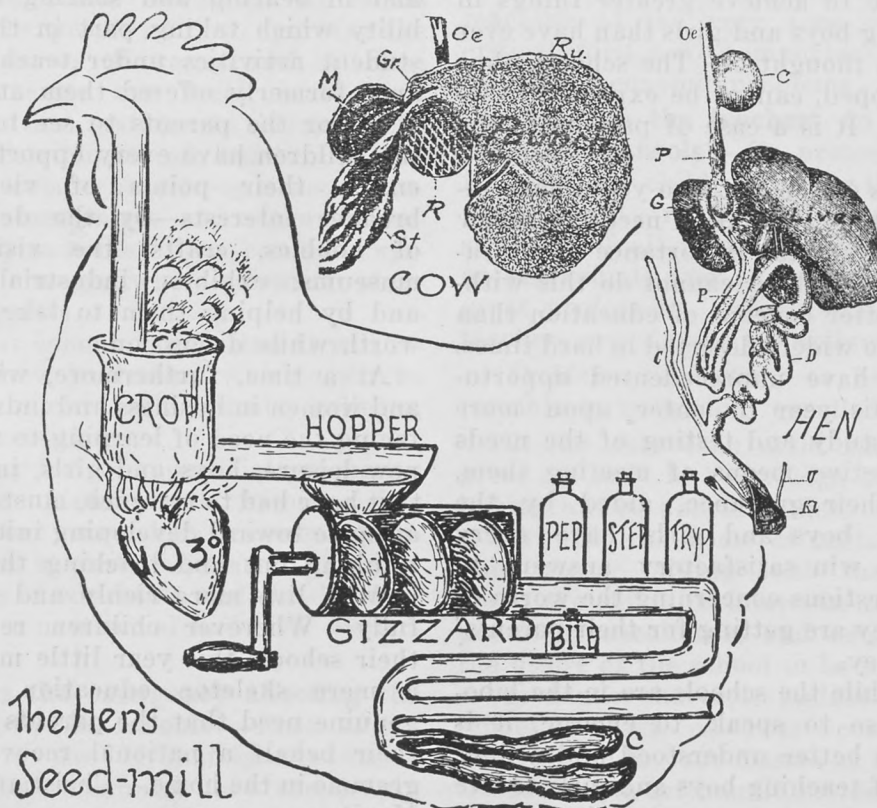
## INSIDE INFORMATION: FIRST YEAR ZOOLOGY

(Professor V. W. Jackson, University of Manitoba, Winnipeg.)

During the past year this space was devoted to Botany; this year we shall take up some of the principles of zoology—particularly the internal workings, of which so little is known. The hen, of course is the best known, because the most examined in the drawing of the fowl in the kitchen. This became a religious ritual many thousand years ago, and it is obviously important that the insides be examined that the health or fitness of the fowl be known. The hen is therefore, the readiest and most practical examination of internal organs we can make: the home supplies it; the housewife knows its importance and the children get their first lesson in anatomy and physiology, and the conquest of that repulsion at the mere mention of internal organs—the basis of our health. The unappreciated values

of education are always greater than the direct purposes.

Our first discovery is that all internals are as alike as internal combustion engines, same parts, same functions, same principles of health, same causes of trouble. Therefore when we know the hen we know ourselves. If we do not use our teeth, we'll have to dunk our food, or soften it in a crop as the hen does, with no teeth. Food must be masticated: if no teeth, something must take the place of teeth. The crop is a stew-pan where food is softened by moisture and the warmth of the heart, that the gizzard may grind it, with the grit picked up by hens for this purpose. Yes, hens know their grit, they pick up teeth on the gravel path, or wherever found, but we should give them crushed oyster shell to help make



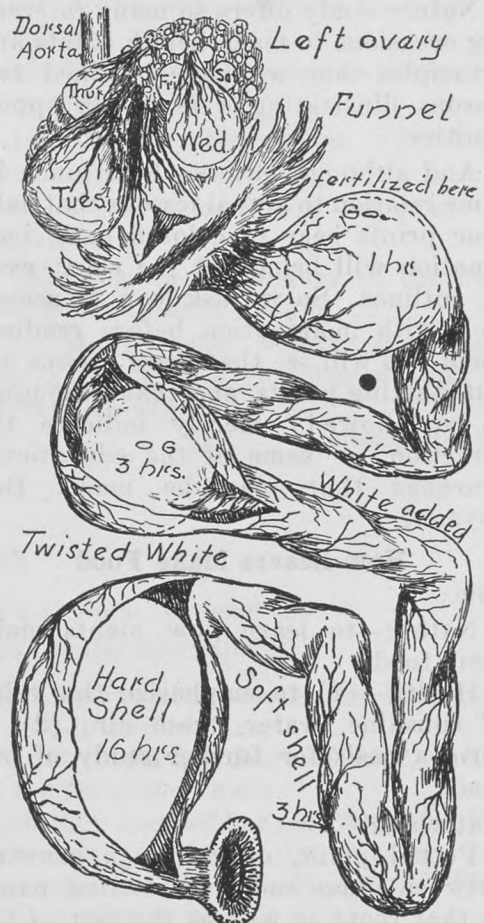
egg shell as well, for the gizzard is a muscular mill where seed is ground to digestible form and where shell or lime is ground, is prepared for the egg shell. Cut open this thick gizzard and see its thick muscular walls and tough wrinkled lining with pebbles and grit worn smooth with the grinding of food, a convincing object lesson on the value of teeth and the necessity of mastication. And likewise the chemist has to grind his salt with mortar and pestle to aid in solution, and solution is the first step in digestion.

The next step is the addition of solvents or digestive secretions called, pepsin, amylpsin, steapsin, and trypsin. These are in the medicine cabinet just beside the gizzard, a long pink gland called the pancreas. And be careful not to break the bile bottle, hidden in the liver, or it will taint the giblets. These chemicals are powerful substances, each digesting some particular food. Pepsin digests the proteins, bile the fats, amylpsin the starches, steapsin the fats and trypsin the proteins. Even the hard and indigestible matter of seeds escapes digestion and is side tracked in two caeca (c. in drawings) or traps where they may be further softened and digested slowly without blocking the main thoroughfare, just a side track for slow freight, and seeds are slow freight, so is bark. Therefore rabbits have a very long side track or caecum (appendix), so have the animals which eat indigestible hay. But man has been living on prepared foods so long that this food trap has almost entirely disappeared, and is quite useless and at times harmful, because it does not work and any food side tracked in it can not escape and putrefies, causing appendicitis.

So we see by comparing the internal organs of the different animals that these organs are directly responsible to the needs of the animal and its particular way of living. The cow and all cud chewers (ruminants) have four stomachs because of the need. The lack of front teeth and the rapid grazing of grass requires a paunch in which to

hold this unprepared food until such a time as the animal can chew it properly. This it does by regurgitation of portions and chewing it leisurely. The food just takes a new route through the oesophagal groove into the manyplies and finally into the rennet or true stomach where digestion takes place. This complicated stomach you might say is due to the fact that the cow has no upper front teeth and eats hurriedly through fear; whereas the nibbling horse with better teeth has quite a different stomach. Therefore all animals are what they are largely by what they do, and we can learn much about digestion and health by comparative study of animals.

On drawing a hen for the table one is likely to find several eggs in process of formation and here is excellent opportunity to see how an egg is made in a perfectly normal healthy way. On



opening a laying hen you may find several yolks of eggs forming and a cluster of tiny ones. This is the left and only ovary. This carries the life's supply of yolks for eggs. It is attached to the dorsal aorta or main blood supply, and each day a yolk is fed up and bursts its follicle or skin, when enveloped by the funnel end of the egg-tube. The yolk germ spot is fertilized here before the white is added. Then the first layers of white are twisted as the yolk passes down the tube, so as to

hold the yolk in the centre of the white. Then for three more hours white is added as the soft egg passes along the egg tube. When near the end a soft shell is added, and finally the hard shell, which takes about 16 hours. In all it takes 23 hours to make an egg, so the hen is pretty busy if she lays an egg every day. Fortunately, she knows nothing about it and cackles in surprise. Next month, we shall consider the automatic workings that make this possible.

## Health Department

The truths of hygiene are not merely to be learned but to be lived.

—George Herbert Betts.

### HEALTH HABITS THROUGH NATURE STUDY

Nature study offers so many interesting occasions to teach health habits and principles that we have outlined two lessons illustrating a few such opportunities.

And although outlines bear much the same relation to actual lessons that half-tone prints bear to colored ones, imagination will bring out the color, even in outlines. So we ask you to season well with imagination before reading. Then you will see that these lessons are but starting points, and that "thoughts to be followed" merely indicate the direction of some of the educational journeys that may be made. Bon voyage!

#### How Leaves Make Food

Aim:

Nature—to learn how plants make their food.

Health—(1) to emphasize the value of sunshine, water, fresh air; (2) to form a basis for further study of our foods.

Materials:

Potted plant, or seedlings growing between glass and wet blotting paper so that roots as well as the rest of the

plant may be seen; potato; colored chalk; iodine.

Development:

What do plants eat?

Where does their food come from?

They make their food inside the leaves; your food has to be made before you eat it.

Leaves as kitchens (make blackboard diagram of plant showing ingredients brought to the kitchens).

Water—from roots up through stem to leaves. (If a cut stalk of celery is allowed to stand in a solution of red ink for a few hours, this work of the stem is nicely illustrated).

Air—through the leaves.

What part of the air does the plant use for food-making?

What part of the air do you use?

Leaf-green—where is it?

Sunlight—the baker. What does the sunlight do for you? What does sunlight do for you by helping plants?

Each ingredient depends on help of others—co-operation.

Kind of food made—sugar, which then turns to starch.

More food made than plants need for present growth—reserve for strength.



Plant storehouses. Where are they?  
Kind of food in many? Test slice of raw  
potato with iodine for starch. What  
does starch do for us?  
Thoughts to be followed:

How much do we depend on plants  
for food?

What plants that we eat have starch  
in them?

What other foods are there in plants?

How do these foods build up our  
bodies?

—From "Health and the School"  
in Hygeia.

### SUGGESTED PROJECTS FOR OCTOBER

1. A few minutes should be set aside  
at the beginning of each day for in-  
spection. Stress coming to school clean  
from the very first day.

2. Keep a daily record of the per-  
formance of health habits.

3. Make a health survey of your  
school. List the liabilities and assets.  
Plan a campaign based on the results  
of the survey.

4. Are the cleanliness facilities of  
your school being used to the best ad-  
vantage? Can they be improved?

5. Write a cleanliness code. Plan a  
cleanliness score card.

6. Make a list of health problems in  
your school which can be solved by  
cleanliness.

7. Write cleanliness rhymes, songs,  
poems, stories, and make posters or re-  
minder cards.

8. Study cleanliness customs in other  
lands. In the Congo, for instance, the  
mother holds her baby over a pan of  
warm water and throws water over him  
with her hand, then shakes off the extra  
drops. The Japanese and Dutch also  
have interesting cleanliness habits.

9. Look up the history of sanitation.

10. Clip cleanliness advertisements,  
pictures and items of interest from  
magazines and papers.

11. Make a cleanliness alphabet book.

12. Collect interesting facts about  
how early settlers kept clean. How  
clothes are laundered in other countries.

13. Look up the work of Pasteur,  
Gorgas, Florence Nightingale and  
others who have contributed to sanitary  
science.

14. Write cleanliness sentences or  
short stories with pictures in place of  
words.

15. Make a cleanliness reader for the  
little people.

16. Illustrate cleanliness r h y m e s,  
poems, stories.

17. Write cleanliness slogans or  
limericks.

18. Look up the history of the bath  
and write an article about it.

19. Make book marks and book  
plates stressing a cleanliness habit in  
picture or rhyme.

—School Health.

### On Teeth

By Amy Williams, Woman's College, Greensboro  
(With apologies to James Whitcombe Riley)

Once there was a little girl who  
wouldn't brush her teeth,  
And all her friends and family said,  
"You'll surely come to grief!"  
But she mocked 'em and shocked 'em,  
and she said she didn't care;  
And now the painful tale to tell, she's  
in the dentist's chair!

And every little tooth she had cried  
out to her in turn,  
"I didn't get my share of milk, or but-  
ter from the churn."  
And they mocked her and they hurt her,  
and they said they didn't care,  
Because the way she'd treated them  
just simply wasn't fair!

And so she told her dentist kind, all  
 that her teeth had said,  
 And if they're friends of mine no more,  
 please pull them from my head,"  
 But he hushed her and he told her that  
 'twas every bit her fault,  
 And if she'd treated them as he said  
 this pain would surely halt.

She promised him with all her heart to  
 do just as he said,  
 And make her teeth be proud to say  
 they lived inside her head.  
 So she cleaned 'em and she brushed

'em, 'til they were shining bright,  
 And in the sun all day she played, and  
 slept long hours at night.

She ate green vegetables every day, and  
 found how good they are,  
 And fruit she ate at recess time in place  
 of a candy bar,  
 She drank her milk, she ate her greens,  
 her teeth were rows of pearls—  
 And where'er she went she proudly told  
 this tale to other girls.

—North Carolina Health Bulletin.

## News from the Field

### SCHOOL NEWS

Miss Phyllis Cates, B.A., of Reston, has accepted an appointment as language teacher on the Collegiate staff at Killarney, Manitoba.

Miss Alice P. Davidson has been re-engaged as teacher in the East Brandon S.D., Rounthwaite.

Miss Jean O. Goulding, of Sidney, has been re-engaged as teacher in the Rounthwaite S.D., Rounthwaite.

Mr. J. M. O'Keefe has been engaged as teacher for the Bertram S.D. at Somerset, Man., for the coming year.

Jessie W. Little of Hamiota, has charge of the junior room in Inglis, Man.

Mildred Wilson of Strathclair, has resumed her duties in Thunder Creek School at Inglis.

Miss Mollie Morrice of Hamiota, has resumed her duties in Brightside School at Russell.

Dorothy Winstone of McConnell, has taken over her duties as teacher of the Boulton School at Inglis, Man.

Mildred Dowd of Cypress River, has taken over her duties as Asessippi School, Inglis.

Helen Lodge of Baldur, has resumed her duties in Green Bay School as junior teacher, Beausejour, Man.

Lottie C. Pogue has resumed her duties as teacher in the Freefield School, Inglis, Man.

Roy Dwyer, of Gilbert Plains, has resumed his duties as principal of Inglis School.

Miss Mary Dalton has resumed her duties as teacher in the Lavender S.D., Bowsman River.

Miss Donalda Stewart returned to her duties as teacher in the Ravensworth S.D., Minitonas, on August 22nd.

Classes were resumed in the Stuartburn S.D. for the fall term on Sept. 3rd. Mr. Walter Wachna will again be in charge of the senior room and Miss K. Woods of the junior room.

Miss D. Probizanovski has been engaged as teacher in Prawda S.D., Stuartburn, Man.

Miss Edna Kirkpatrick reopened school in Beckett S.D., Stuartburn, Man.

Mr. Fred A. Kirbyson is at Overstone S.D., Ridgeville, Man.

Mr. John Lyzum has accepted a position in Sugar Loaf School, Grandview, Man.

Miss Lyra McQuarrie is at Cypress School, Clearwater.

Miss Clara McQuarrie is at Riverbank School, Nesbitt.

Miss Burl Bradley of Souris is teaching in the Bunelody school this year.

Mr. Frank Harder has joined the staff of the Gladstone Collegiate for the coming school term.

Mr. Geo. Greenaway is teaching in the Lake Francis school.

Mr. Gordon Maxwell has been engaged as Principal in the Birds Hill school for the current term. Associated with him on the staff are the Misses Dorothy Balderstone and Florence McLachlan.

Miss Dora M. Dick is the teacher in the Verity district, Kenton, this term.

Miss Lillian I. Blackwell has been engaged to take charge of the classes in the newly formed district of Stacpoole, Teulon, for the present school year.

Miss Dorothy I. Mudge, formerly of Dugald school district, is this year principal of the Warren school. Other teachers on the staff are the Misses Ina Warren, Laura Wood and Mary Denison.

Mr. H. H. Koons is in charge at the Birch River Village school this year.

Miss Edith J. McArthur is teaching in the Davidson school district, Kenville.

Miss Agnes A. Inglis is in charge of the work in the Denepro district, Grandview.

Classes were resumed for the current year at the Ebor school, with Mr. D. Shellenberg, and Miss Margaret Patterson in charge.

Miss Gladys M. Smith has joined the Graysville school staff for the current school year.

Miss Laura E. Fraser is in charge of the primary grades in the Eden school this year.

Hartney school re-opened for the fall term with the following teachers in charge: Thos. W. Ebborn, Marion F. Collison, Alice E. Stewart, Muriel Heddon, Jessie Lowry, and Viola McMillan.

Miss Helen M. Brownell is teaching in the Hunter school near Brandon.

Mr. R. J. Wolfe and Miss Georgina Aylsworth are in charge of the classes in the Kemnay district this year.

Mr. J. J. Jackson, formerly of Kemnay district, has transferred to the Point du Bois school.

Miss K. I. P. Cates, Reston, has joined the staff of the Killarney Collegiate.

Miss Margaret, formerly of Woodmore, is in charge at the Lloyd George school, Miami, this term.

Miss Edith M. Brown is teaching in the Wawanesa High school this year.

Miss Margaret Wilton is, at present, in charge of the primary grades at East Poplar Point school.

Miss Cora A. Hewitt is teaching in the Huron district, Crystal City.

Mr. J. E. Wellwood has been engaged as principal in the Napinka school for the current year.

Miss Violet Clegg is teaching in the Union Point school this year.

Miss Alice M. Belton has joined the staff of the Crystal City Collegiate. Miss B. Stinson is a new member of the Intermediate staff.

Miss Constance I. James is teaching at Decimal school this year.

Mr. Chas. Lorimer of Winnipeg is teaching in the Bonnie Doon school, Woodlands, for the current term.

Mr. Robert N. Currie has joined the staff of the Alexander Intermediate school.

Miss Margaret Dann is the assistant in the Melita High school this year.

Miss Muriel James is in charge of the Secondary work in the Douglas school for the current year.

Mr. Robert F. Hunter has been engaged as Principal in the Lindal school, Thornhill; Miss Gladys Berg and Miss Vera Meilicke are assistants on the staff.

Miss E. C. Graham has resumed her duties as teacher in the Mountain district.

Miss Jessie W. Little is teaching in the Inglis school district this term.

Miss Dorothy Winstone is teaching in the Boulton district near Inglis.



Mr. Harvey G. McCallum is in charge at the Isbister school, Dugald, this year.

Miss Myrtle Crossman is teaching in the Blair School District, Virden.

Miss A. Ruth Bolton is teaching in the Havelock school, Minnedosa.

Miss Dorothy I. Bailey, Carberry, is in charge at the Dundonald school, MacDonald.

Miss Lyra L. McQuarrie is teaching in the Cypress school district, Clearwater.

Miss Bessie A. Poole is teaching in the Brock school district, Goodlands.

Miss E. M. Wheatland is teaching in the Pebble Beach district, Overton.

Miss Allison M. Munro has resumed her duties as teacher in the Beaconsfield school district, Portage la Prairie.

Miss Margaret E. Wilkinson is teaching in the Deseranto school, near Plumas.

Miss Eileen R. Prowse is teaching in the Aweme district, Treesbank.

Miss Margaret M. Brown is teaching in the Irvine district, Wellwood.

Miss Winifred M. Rowe is teaching in the Ripon district, Dauphin.

Miss Grace Mayhew, Wawanesa, is in charge of the classes at the Wakopa school this term.

Mr. Archibald Reid has returned to the West Bay school, Sifton, for another term.

School reopened at Bay Centre, Dauphin, with Miss Jennie D. Wilsey as teacher.

Miss D. M. Evans is continuing as teacher in the Orange River district, Birnie.

Miss Marguerite McGregor is teaching in the Bernice district, Lauder.

Miss Alice G. Ferris will be in charge of the classes in Camile school district, Holland, this term.

Miss Blanche E. Muirhead is teaching in the Bellafield district, Ninette, for the current term.

Miss Mary H. Anderson is teaching in the Coates district, Melita.

Miss Florence M. Street is teaching in the Connor district, MacDonald.

Cameron L. Connell is teaching in the Dumfries district, Neepawa.

Miss Mildred Leader has returned to Gowancroft school district, Pilot Mound, for another year.

Miss Margaret J. Downey is teaching in the Glenburney school, Moore Park.

Mr. Clarence W. Pybus is teaching in Willow Bluff district, Manitou.

Miss Ethne M. Deveson is teaching in Winchester S.D. Arden.

Miss Marjorie Bardwell is teaching in the DeClare S.D., McAuley.

Miss Rose Bodnar is teaching in the Pine Bluff school district, Mountain Road.

Miss Annie Bodnar is teaching in the Martindale school, Sandy Lake.

Miss Hazel B. Aldis is teaching in the Montefiore school, Goodlands.

Miss Florence K. Campbell is teaching in the Halton school district, Grandview.

Miss Dorothy Goddard has been engaged as teacher in the Listowel school district, Dauphin, for the current term.

Miss Louise A. Switzer has returned to Neepawa to resume her work in the Union district.

Miss Vera Doherty is teaching in the Mount Vernon school district, Rapid City.

Miss Eveline A. Anderson has been engaged as principal of the Elva school for the coming year. Miss E. Grierson will again be in charge of the junior grades.

Miss Beatrice Powell will teach in the Rose Ridge school, Grandview, this year.

Miss Blanche Alexander, formerly of Shaw district, Swan River, will go to the Spruce Creek district, Dauphin, this term.

Miss Jenny E. Lundy is teaching at the Wilford district, Gilbert Plains.

Miss Mary A. McAuley returns to teach in the Empire district, Clanwilliam, for another year.

School at Medora reopened for the fall term with Mr. W. C. Rhind as principal. Mr. J. D. Findlay remains in charge of the junior grades.

Mr. John S. Nelin has returned to Ninga where he will be again in charge of the work in the Maple Grove school district.

Miss Laura M. Fleming is in charge of the Wood Lake school, Desford, this year.

School reopened for the fall term in the Ellice district, Miss Helen Morrison in charge.

Leslie J. Boles is teaching in the Campbell school, Douglas, for the coming school year.

Miss Margaret M. Searrow will be in charge at the Alcester school, Minto, this term.

Miss Alice M. Thomsen is teaching in the Suthwyn district, near Transcona, for the current school term.

Miss Hazel Cunningham is teaching in the Bertha school, Nesbitt, this year.

Mr. J. N. Rodrigue, B.A., St. Vital, has gone to take charge in the Waterhen school, Waterhen, for the current term.

Miss Agnes Morisseau has resumed her duties as teacher in the Grande Prairie S.D., Boggy Creek, Manitoba.

Miss Winnifred Large—Runnymede S.D., Oak Lake.

Miss Blanche Lawson—Sandhurst S.D., Oak Lake.

Miss Lillian Hatch—Oak View S.D., Searth.

Miss Myrtle Crossman—Blair S.D., Virden.

Miss Helen Good—Ravine S.D., Lenore.

Miss Frances Hilman—Errol S.D., Lenore.

Miss Edna Kelly—Miniota S.D., Miniota.

Miss Doris Warren—Lavinia S.D., Lavinia.

Miss Lillian McDonald—Makaroff.

Miss Winnifred Steen—Breadalbane S.D., Lenore.

Miss Della Shoemaker—Hagard S.D., Oak Lake.

## Selected Articles

### CROSSING LAKE BAIKAL, SIBERIA

Baikal—the “Holy Sea,” so called by the Russians—is one of the largest fresh-water lakes in the world, being surpassed only by America’s three greatest lakes, and by Victoria Nyanza in Africa. It runs south-west to north-east for six hundred versts, and is some eighty wide at the widest point. . . .

The day is clear and cold and brilliant as we get out of our train in the early morning on the shores of this famous lake. A long pier extends quite out into the water and our steamer lies at its extreme end, affording us a brisk, fresh, and very welcome walk after the confined air in the car.

Bundled in furs we are seated on the top deck with the great lake all before us. The air is clear and so transparent that far-off capes and mountains seem but a short distance away. The

water for some hundred square yards around us is free of ice and lies silent and darkly blue under the brilliant sun. Off and away north and east spreads the surface of the lake, a vast field of glittering white, until it meets the mountains rising some four thousand feet above the eastern shore, blue at the base, snow-capped on all the long line of their jagged summits. To the northward the ice-bound surface of the lake meets the bending arch of a deep-blue sky; the dry air glitters and quivers and is very cold, yet with a coldness that seems full. . . .

We meet on the ship an English engineer, Mr. Handy, whose explanations are most interesting and who gives us some interesting photos of hereabouts. As we start I ask where we are to find passage, and he waves his hand directly towards the apparently perfect field of

ice. The little ship takes on full headway quickly, and as we near the ice I notice what appears to be a broad belt of jagged ice apparently frozen solid once more. Into this our ship rushes at full speed, and we hold on fast in anticipation of the coming jar, and a jar it is, but the boat is equal to the occasion and the ice parts before her. It is a wonderful sight, and most thrilling. The ship moves steadily onward, turning up great blocks of deep blue ice, fifty feet long and three feet thick, which pile up on either side as high as her deck, and then fall back with a sobbing sound into the densely blue waters in our wake. . . .

All this gives one an excellent idea of life during an Arctic exploration. It would be quite possible to run the train over this ice for three months, and certainly a trolley line for a longer period. Even now, the third of May, the ice is in perfect condition, and shows no signs of rotting, save near its edges.

The ice-breaker *Baikal* has cleared the passage for more than half way—about twenty miles—and we find her

hard at work. It is a singular experience, this debarkation in the middle of the lake. The gangplank is let down and we pass onto the ice, forgetting entirely the fathoms of water below us.

There are a hundred or more sleighs awaiting us, some with one, some with two, and some with three horses. They are crude structures made of wood bound together with the body of plaited straw, filled with loose straw, and covered with a robe of fur.

Into this I am bundled with my small things and, the driver, mounting his post in front, we start off to the jingle of bells, not forgetting a last look at the animated scene around us; the big puffing steamer apparently frozen in solid. . . . We drop into one or two holes a foot or more deep, are jerked out and onward, until we slide off the ice into the mud, and after a sturdy haul are landed at the railway station on the eastern side, and *Baikal* is over and done with so far as we are concerned.

—Michael Myers Shoemaker, in "The Great Siberian Railway."

## MEN AND INSECTS

(Editorial in the N.Y. Times.)

Just as word comes from Russia of plans for bigger farms and collective cultivation, a world-known authority on entomology, Professor Brues of Harvard, announces that because of the menace of pests that thrive on great farms and ranches it will be necessary in America to go back to small holdings and individual husbandry. In the warfare that goes on unceasingly between man and insects, the insects are winning on the big farm fronts. One unfamiliar with farm processes would ask why pests cannot be fought by mass attack and the use of mechanical devices with more success than by the defensive measures of numberless embattled individual farmers, each fighting for the protection of his own garden patch or field or orchard.

However this may be—and it is not wholly a matter for entomologists to determine—what Professor Brues says brings to public notice the interminable warfare which is being carried on without noise of battle and communication between man and the most threatening of his enemies. A few months ago the Field Marshal of the American insect-fighting forces, Dr. Lucian Ossian Howard, speaking of this struggle by man with his "most important rivals," said that he did not despair of the outcome, but that a special army of investigators, research men, is needed behind the fighters at the front if we are to hasten this victory, which means at best not the complete extermination of the enemy but only his control. The very vehicles of man's



flight over seas and across continents enables these Lilliputians to carry on their campaigns all the way around the world, whereas, till lately they were stopped by seas and mountains.

How their columns multiply is suggested by one example cited by this master of entomological science and tactics. He quotes an approved estimate which states that under favoring conditions, the plant lice descended from one individual of one species in a single season would weigh more than five times as much as all the people of the world. These serried hosts of creatures, of enormous fecundity, of amazing powers of adaptation and of rapidity in flight, with no long period of infancy or of age infirmity—creatures that have their skeletons on the outside of their bodies for armor and yet have great flexibility of movement

—“so incomparably better armed, better equipped than ourselves”—it is they that are not only our greatest rivals, but as Maeterlinck goes so far as to say, are “perhaps our successors.”

The giant monsters and the lesser wild beasts are no longer a menace to the human race. It is the swarm that most seriously disturbs his present comfort, threatens his future food supply, robs trees of their shadows and works universal havoc. They of the swarm had their habitation here millions of years before man came, and they have learned through that longer time to habituate themselves to the planet which they share with us. The lion and the lizard may keep the courts of Jamshyd, but if we ever quit our habitations it will be the insects that will drive us out. Our best international policy is to unite in fighting insects.

#### A LITTLE GIRL GOES TO SCHOOL IN JAPAN

At the top of the hill was my school. It stood behind a long mound-wall topped with a thorn hedge. A big gateway opened into spacious grounds, where, in the midst of several trees, stood a long, two-storied wooden house with a tiled roof and glass windows divided into large squares by strips of wood. In that building I spent four happy years, and learned some of the most useful lessons of my life.

I liked my school from the first, but some of my experiences were very puzzling. Had it not been for the constant sympathy and wise advice of kind Mrs. Sato, my life might have been difficult; for I was only a simple country girl alone in a new world, looking about me with very eager, but very ignorant eyes, and stubbornly judging everything by my own unreasonably high standards of conservative opinion.

All our studies, except English and Bible, were taught by Japanese men—not priests, but professors. Since they came only for their classes, we saw little of them. The foreign teachers

were all women. I had seen one foreign man in Nagaoka, but, until I came to this school, I had never seen a foreign woman. These teachers were all young, lively, most interesting and beautiful. Their strange dress, the tight black shoes, the fair skin untouched by the cosmetics which we considered a necessary part of dressing, and the various colors of hair arranged in loose coils and rolls, were suggestive of dim visions I had had about fairyland. I admired them greatly, but their lack of ceremony surprised me. The girls, most of whom were from Tokyo, where living was less formal than in my old-fashioned home, made very short bows and had most astonishing manners in talking with one another; nevertheless, I had a certain interest in watching them. But the free actions of the teachers with the pupils and the careless conduct of the girls in the presence of the teachers shocked me. I had been taught such precepts as “Step not on even the shadow of thy teacher, but walk reverently three steps behind,” and every day I saw familiar greetings

and heard informal conversations that seemed to me most undignified on the part of the teacher and lacking in respect on the part of the pupil. . . .

Finally it began to dawn upon me that the honourable position of instructor was not inconsistent with being merry and gay. My Japanese teachers had been pleasantly courteous, but always lofty and distant in manner;

while these smiling, swift-moving creatures ran with us in the gymnasium, played battledore and shuttlecock with us, and took turns in eating with us in our own dining-room where Japanese food was served on trays as it was on our small tables at home.—Etsu Inagaki Sugimoto, in "A Daughter of the Samurai." (New York: Doubleday. London: Hurst & Blackett).

### MUSIC GIVEN LARGER PLACE IN AUSTRALIA

The concerts of the past year by a chorus of 1000 voices under the auspices of the South Australian Education Department emphasized once more the conspicuous and practical part that music plays in the school curriculum. This annual series, held in the largest hall of the capital, extending over four nights, are unique in the Commonwealth. So eagerly are they looked forward to that the great exhibition building is booked out weeks before the concerts. So, to lessen the disappointment of those unable to obtain admission, the entertainments are now broadcast, and relayed to the other states, which have also found them exceptionally enjoyable. Although the actual scene is missed, fresh young voices, 1000 strong, make a stirring appeal in the radiant volume that is carried over the air to all of Australia's far-flung cities.

The work of training the voices is undertaken by the supervisor of music, Mr. Fred L. Gratton. In the twelve years that Mr. Gratton has been training these massed choirs, he has shown a remarkable appreciation of the difficulties, and there has been developed such a confidence that each series of

concerts sets a higher and higher standard of musical proficiency.

In recent years Mr. Gratton has introduced a large number of boys whose voices impress him as giving greater vigor and balance to the choir. He makes considerable use of boy sopranos and his judgment was well justified by their success. Prior to Mr. Gratton becoming conductor there was a predominance of girls' voices, but the change he has made in incorporating a strong section of boys has made an impressive improvement in the tonal ensemble and color.

The proceeds from these concerts are devoted to the decoration and beautifying of the schools inside, and out. That was the idea of their inauguration. Among the purchases made with the money are pianos, pictures, lanterns and slides, stereoscopes, gardening tools, band instruments, library books, woodwork outfits and other utility articles. When the concerts began only one was given annually. Then, as the demand grew, another, until now even four are not sufficient. It has been suggested, indeed, that a whole week should be devoted to the series.

—Christian Science Monitor.

### Enforcing Discipline

While a detachment of American negroes were hiking through a small French town, says the Argonaut, a chicken, unaware of the appetites of American darkies, crossed the road in front of them. With much zeal a soldier broke from the ranks and set out in pursuit.

"Halt!" bellowed the officer in

charge. Both fowl and negro only accelerated their paces.

"Halt! Halt!" repeated the officer.

The dusky doughboy made one plunge and, grasping the chicken by the neck, stuffed it, struggling, inside his shirt.

"There!" he panted, "Ah'll learn you to halt when de captain says halt, you' dis'bedient bird."

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